

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_



# TENNESSEE

**Tennessee Comprehensive Assessment Program**  
**Achievement Test ~ Grade 8**  
**Item Sampler**  
**Version B**



# Table of Contents

<b>Introduction</b> .....	3
What is the TCAP Achievement Test? .....	3
What are the questions testing? .....	3
Who will be tested? .....	3
How long will the tests take? .....	3
How do I use the sample questions? .....	3
How will the tests be scored? .....	4
May calculators be used? .....	4
Which test accommodations may be used? .....	4
Here are some tips for preparing students for the test .....	4
<b>Reading/Language Arts</b> .....	5
<b>Mathematics</b> .....	75
<b>Science</b> .....	89
<b>Social Studies</b> .....	111
<b>Answer Key</b> .....	163

Developed and published under contract with Tennessee State Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by Tennessee State Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Tennessee State Department of Education.

# Introduction

## **What is the TCAP Achievement Test?**

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

## **What are the questions testing?**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

## **Who will be tested?**

All students in grades 3 through 8 will be tested.

## **How long will the tests take?**

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

## **How do I use the sample questions?**

These questions provide information about the TCAP Achievement Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Achievement Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

### **How will the tests be scored?**

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

### **May calculators be used?**

Calculators may be used on Part 1 and 2 of the Mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

### **Which test accommodations may be used?**

The Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

### **Here are some tips for preparing students for the test.**

Remind students to:

**Relax:** It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen:** Listen to and read the test directions carefully.

**Plan Use of Time:** First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think:** If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

# Reading and Language Arts



**Directions** Read the speech. Then answer Numbers 1 through 10.

## The Importance of Knowing a Second Language

- 1 Good morning. My name is Kayla Marsen. I've been invited here today to talk about the importance of knowing a second language. This is a topic that is dear to my heart, and I want to share my positive experiences with you. I also want to share some significant research that illustrates how learning other languages benefits the brain. In addition, I want to speak about how knowing two or more languages is crucial in the age of the Internet and instant communication. Gathering information quickly is essential in today's ever-changing world.



- 2 I was lucky, because I grew up bilingual. As a baby, my father spoke English to me. However, my mother only spoke Spanish — the language of her childhood in Peru. I grew up knowing there were at least two words for everything — milk and *leche*, ball and *pelota*, dog and *perro*. My mother tells me that when I was little and learned a new word, I would demand to be told the “twin” word in the other language.

Go On ►

- 3 I'm one of many children who speak more than one language. The National Center for Educational Statistics reports that 21 percent of school-age children in the United States speak a language other than English at home. Research suggests that being bilingual increases the density of gray matter in the brain. This is a good thing. People who speak two or more languages may have a better memory and longer attention span, and they also tend to multitask well.
- 4 Moreover, new research from the Society for Neuroscience has found that knowing two languages increases a person's ability to concentrate. Being bilingual may also protect against memory loss that can affect older adults. Learning two languages during childhood increases these benefits. Other research studies show that being bilingual may give children an advantage at school. It is clear that being bilingual is good for brain function.
- 5 According to Betty Birner of the Linguistic Society of America, "In some countries, nearly everybody is bilingual or multilingual. In parts of India, for example, a small child usually knows several languages. In many European countries, children are encouraged to learn a second language — typically English. In fact, the United States is quite unusual among the countries of the world because many of its citizens speak only English . . ." This may be due to the fact that the United States is so large. In contrast to other parts of the world, a person can travel for days in the United States and never leave the country.
- 6 So, why should Americans learn another language? English is one of the most widely spoken languages in the world. Books and scientific journals are published or translated into English. Children around the world are taught English as a second language. Moreover, English is often the one language people from different countries have in common. Times are changing. The world is getting smaller thanks to the Internet. We can communicate with people from Mexico, Germany, India, and Japan all in one day or even at the same time. In 2010, around 536.6 million English speakers were connected to the Internet. Some may speak English as their first language. Others may have learned English as a second or third language. People may be translating their comments with the help of a dictionary prior to posting.
- 7 While English may seem like a universal language, it probably will not be the most common language used on the Internet for long. There are an estimated 500 million Internet users who post in Chinese. Spanish is used by about another 153 million Internet users. Martha G. Abbott, Director of Education for the American Council on the Teaching of Foreign Languages, believes that knowing other languages and being familiar with other cultures are important skills in our global society. In the 21st century, people from all over the world are able to interact with each other.
- 8 People can now fly to any place in the world. We can connect and share information with people in other countries while sitting at home. It's more important than ever that Americans learn to speak more than one language. Additionally, research shows it's good for our brains. Albert Costa, a researcher studying bilingualism at the Universitat Pompeu Fabra in Barcelona, Spain, sums it up when he says, "For a while, it has worked to be monolingual. I don't think it's tenable anymore." I don't think it's reasonable either.
- 9 Thank you.

**Reporting Category: 2 Vocabulary**

**Performance Indicator:** 0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.

**1** Read these sentences from Paragraph 1.

*In addition, I want to speak about how knowing two or more languages is crucial in the age of the Internet and instant communication. Gathering information quickly is essential in today's ever-changing world.*

**What does the underlined word mean?**

- A** serious
- B** vital
- C** superior
- D** genuine

**Reporting Category: 4 Communication and Media**

**Performance Indicator:** 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

**2** The speaker's purpose is to

- F** explain to listeners how being bilingual is helpful.
- G** inform listeners about the most used languages online.
- H** persuade listeners that knowing other languages is an advantage.
- J** describe important details from her childhood memories to listeners.

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.2 Identify the targeted audience of a speech.

**3** The speech is most likely intended for which audience?

- A** university faculty
- B** students who study Spanish
- C** people who speak only English
- D** researchers of language development

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.3 Identify the thesis and main points of a speech.

**4** Which sentence expresses a main idea from the speech?

- F** However, my mother only spoke Spanish — the language of her childhood in Peru.
- G** People who speak two or more languages may have a better memory and longer attention span, and they also tend to multitask well.
- H** In many European countries, children are encouraged to learn a second language — typically English.
- J** People may be translating their comments with the help of a dictionary prior to posting.



**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

**5** During the presentation of the speech, what should Kayla do to maintain her listeners' interest?

- A** Hold eye contact with one person in the audience.
- B** Speak to the audience in an extremely loud, slow voice.
- C** Look at her notes while speaking to the audience.
- D** Adjust her speaking rate based on audience response.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

**6** In Paragraphs 6 and 7, which organizational structure does the author use to suggest that the world continues to change?

- F** comparison-contrast
- G** sequential
- H** problem-solution
- J** cause-effect

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

**7** After listening to the speech, a group of students decided to create a presentation about foreign languages spoken in America. To be productive, what is the first step they should take?

- A** share their opinions on the topic
- B** brainstorm titles for their presentation
- C** determine what tasks need to be performed
- D** choose someone to be in charge of research

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.9 Distinguish between a summary and a critique.

**8** Which statement is a critique of the speech?

- F** English is studied worldwide, but many people use dictionaries to write in English.
- G** The speaker argues unconvincingly about the insignificance of English in the modern world.
- H** Researchers think knowing more than one language may have a positive effect on the brain.
- J** The speaker is qualified to speak on the topic because she grew up speaking two languages.

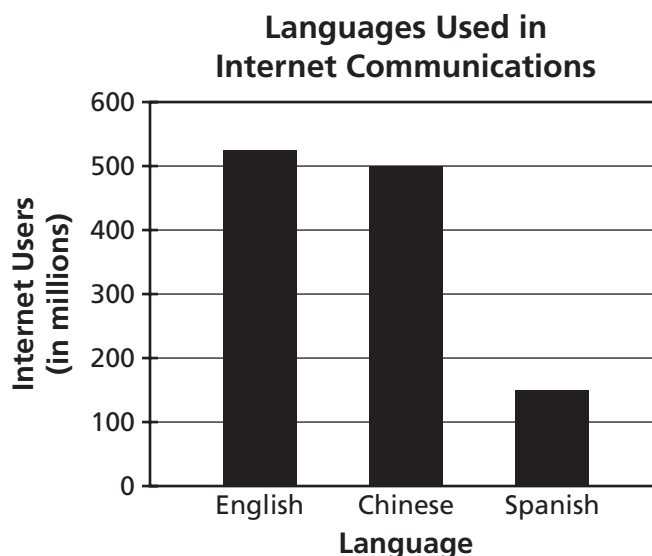
**9** Which research source would be most appropriate for learning more about the Linguistic Society of America?

- A** an online encyclopedia entry
- B** a blog maintained by members
- C** an article about language
- D** a language textbook for students

**Reporting Category: 6 Informational Text**

**Performance Indicator: 0801.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

**10** After listening to this speech, a student made the following graph.



**What did the student most likely conclude after making this graph?**

- F** Chinese is close to overtaking English as the most used language on the Internet.
- G** People who use Chinese on the Internet are also likely to use English at times.
- H** The Internet has resulted in people learning English, Chinese, or Spanish.
- J** The number of English speakers on the Internet will soon reach 600 million.

**Directions**

William wrote this essay for English class. It contains mistakes. Read the essay and answer Numbers 11 through 20.

- 1 A huge shadow passed over me, I felt a gentle brush of air, and before I could even look up, the falcon landed on Grady's gloved fist. Images of medieval knights on horses holding hooded falcons flashed through my mind.
- 2 My dad, my little sister, Melanie, and I were watching Grady Haggerty's free-flight demonstration. Grady, who has curly red hair and a beard sprinkled with white, is a master falconer and operates a bird-of-prey preservation society. Grady specializes in rehabilitating injured birds of prey and returning them to the wild when possible. Grady is also a conservationist who works on planting trees in the forest. He is able to return more birds than you would think — over 80 percent. The other 20 percent remain with him for life.
- 3 The bird on Grady's fist was a peregrine falcon. Melanie and I walked closer to it. Grady explained that the long leather glove he wore on his hand was called a gauntlet. I looked the falcon in the eye and was amazed at how piercing and unblinking the gaze of the bird could be.
- 4 Melanie asked with concern, "Mr. Haggerty, will this falcon be able to return to the wild?" Grady explained that the falcon had imprinted on humans; that meant that she would always depend on humans for food and company. Grady said she would live with him forever, and Melanie smiled at the idea that she wasn't a pet, but she was receiving proper care. He then told us one of the most astonishing things about falcons: in a head-first dive, they can reach speeds of 200 miles per hour, which is as fast as a race car.
- 5 Grady placed the falcon on a rail alongside a huge hawk, an eagle, and a white owl. Grady explained that he takes the birds that cannot be released to demonstrations like his free-flight exhibition, to schools, to zoos, and to other events. These birds make a lasting impression when they demonstrate how powerfully they can fly, Grady can better teach the importance of birds of prey. I looked around, rubbed my neck where I imagined feeling that rush of air again, remembered the graceful flight, and looked back at that piercing stare. I knew I would remember these birds.
- 6 Elena one of Grady's assistants placed an enormous hawk on her gloved fist and walked across the field. When she stopped we heard Grady's soft whistle we turned toward him. In seconds, before we could turn back toward Elena, the hawk flew over us and settled on Grady's fist.
- 7 Dad asked us, "Do you think that these falcons are still wild?"
- 8 Melanie said thoughtfully, "Before these falcons were injured, they flew free, found food, and made there nests in the forests and the fields. Now, they are still wild, but they know it is safe here."
- 9 Dad and I agreed with her.

*Go On* ►

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).

**11** Read this sentence from Paragraph 6.

*When she stopped we heard Grady's soft whistle we turned toward him.*

What is the best way to revise this run-on sentence?

- A** When she stopped we heard, Grady's soft whistle, we turned toward him.
- B** When she stopped, we heard Grady's soft whistle and turned toward him.
- C** When she stopped we heard Grady's soft whistle; and we turned toward him.
- D** When she stopped, we heard Grady's soft whistle. Because we turned toward him.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.10 Identify the correct use of appositives/ appositive phrases and infinitive/infinitive phrases within context.

**12** Read this sentence from Paragraph 6.

*Elena one of Grady's assistants placed an enormous hawk on her gloved fist and walked across the field.*

**Which revision of the sentence correctly uses an appositive phrase?**

- F** Elena, one of Grady's assistants, placed an enormous hawk on her gloved fist and walked across the field.
- G** Elena, one of Grady's assistants placed an enormous hawk on her gloved fist and walked across the field.
- H** Elena one of Grady's assistants, placed an enormous hawk on her gloved fist and walked across the field.
- J** Elena one of, Grady's assistants, and placed an enormous hawk on her gloved fist and walked across the field.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).

**13** The author wrote this essay to

- A** describe a falcon exhibition at a school.
- B** entertain readers by sharing the work of a falconer.
- C** persuade people that birds of prey are dangerous.
- D** inform people about the hunting habits of birds of prey.

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.2 Identify the targeted audience for a selected passage.

**14** This essay would be enjoyed the most by people who are interested in

- F** endangered animals.
- G** taming wild animals.
- H** rescuing birds of prey.
- J** tricks performed by birds.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

**15** Read these sentences from Paragraph 5.

*Grady explained that he takes the birds that cannot be released to demonstrations like his free-flight exhibition, to schools, to zoos, and to other events. \_\_\_\_\_ these birds make a lasting impression when they demonstrate how powerfully they can fly, Grady can better teach the importance of birds of prey.*

Which transitional word best fits in the blank?

- A** Whenever
- B** Sometimes
- C** Whether
- D** Because



**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

**16** Read this excerpt from Paragraph 4.

*Melanie asked with concern, “Mr. Haggerty, will this falcon be able to return to the wild?” Grady explained that the falcon had imprinted on humans; that meant that she would always depend on humans for food and company.*

**Which sentence should be placed between these two sentences?**

- F** Melanie thought wild birds that were so fierce should be left in the wild.
- G** Melanie disliked the idea that people might want to keep these birds in captivity.
- H** Melanie was interested in watching the birds of prey hunt for food.
- J** Melanie was afraid that the bird would be put back in the wild before it was ready.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.7 Identify sentences irrelevant to a paragraph’s theme or flow.

**17** Which sentence from Paragraph 2 is irrelevant to the ideas presented and should be deleted?

- A** My dad, my little sister, Melanie, and I were watching Grady Haggerty’s free-flight demonstration.
- B** Grady, who has curly red hair and a beard sprinkled with white, is a master falconer and operates a bird-of-prey preservation society.
- C** Grady is also a conservationist who works on planting trees in the forest.
- D** He is able to return more birds than you would think — over 80 percent.

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.

**18** Read this sentence from Paragraph 8.

*“Now, they are still wild, but they know it is safe here.”*

Which revision adds the most vivid description to the sentence?

- F** Being wild animals, not tame ones, they still feel safe here.
- G** While they are untamed, they have found a place where they are safe.
- H** These big birds are still wild, yet they choose to stay here where they are safe and protected.
- J** These birds remain wild in their hearts, but they have found a safe haven where they are protected.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.10 Select an appropriate title that reflects the topic of a written selection.

**19** Which title is best for this essay?

- A** Saving Birds
- B** Hunting in the Wild
- C** Modern Falconer
- D** Falcon Speed

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.11 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.

**20** This essay can be described as both

- F** narrative and descriptive.
- G** persuasive and informative.
- H** informative and technical.
- J** narrative and persuasive.

*Go On ►*

**Directions**

Read and answer Numbers 21 through 22.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.

**21** Which sentence uses correct pronoun-antecedent agreement?

- A** The squirrel watched the students while eating, keeping one eye on the acorn and the other on her.
- B** The painters finished working by 4:00, pleased with its progress that day.
- C** The librarian maintains that everyone loves researching once they learn how to do them correctly.
- D** Neither Jake nor Sam understands why he did not receive the message about the schedule.

**22** Read these steps for accessing information about your account by phone.

1. *When prompted, enter your account number.*
2. *After you hear the recorded greeting for the account information office, press 54 for information about existing accounts.*
3. *The automated system will then provide balance and payment information about your account.*
4. *Enter the number for the account information office. The number is located on your bill under “Contact Us.”*

Which is the best way to order the steps?

**F** 2, 4, 1, 3

**G** 2, 1, 3, 4

**H** 4, 3, 2, 1

**J** 4, 2, 1, 3

## Directions

Read the passage. Then answer Numbers 23 through 30.

### Queen Bess

- 1 The year is 1977 and a group of small planes flies low over a cemetery just outside of Chicago. The pilots are honoring Bessie Coleman, the first African American woman to earn a pilot's license. Bessie's accomplishments are even more remarkable given the challenges she overcame to fulfill her dream. In the 1920s, neither African Americans nor women were supposed to fly planes. Bessie Coleman did not care about what other people thought she was supposed to do. She had dreams.
- 2 On January 26, 1892, Bessie Coleman was born to a Native American father and an African American mother. She was the tenth of thirteen children. When Bessie was still a child, her father moved to a Native American reservation in Oklahoma. Bessie's mother did not want to live on a reservation, so she decided to stay in Waxahachie, Texas. Bessie and several of her sisters stayed with their mother and helped to earn money by picking cotton and doing laundry for other people.
- 3 Bessie was a child with intelligence and ambition. Although she had limited opportunities to attend school, she educated herself and earned a high school diploma. In 1915, Bessie moved to Chicago to live with two older brothers. She studied at a beauty school and got a job doing manicures<sup>1</sup> at the White Sox Barber Shop.
- 4 Bessie's brother, John, had recently returned from serving as a soldier in Europe during World War I. While there, he had learned about some of the freedoms and accomplishments shared by French women, and he told Bessie about them. Specifically, John told her that some women in France were pilots. Bessie wanted the same opportunities as the French women she heard about. She especially wanted to learn how to fly an airplane. Bessie applied to flight schools throughout the United States and was rejected repeatedly. No American flight school gave her a chance.
- 5 Luckily for Bessie, she met Robert Abbott. He published the *Chicago Defender*, an African American newspaper. Abbott suggested that she save her money and move to France to chase her dream. If no flight school in the United States would give her a chance, Bessie would go to France, and so she began her preparations. She took French lessons at night and found a new, better-paying job at a restaurant. By 1920, in less than five years, she had saved enough money to travel to Europe and enroll in a French flight school.
- 6 Bessie became the first African American woman with a pilot's license. She returned to the United States, expecting to earn her living flying planes. Her new dream was to open a flight school and teach other African Americans to be pilots.

<sup>1</sup>**manicure:** a cosmetic treatment for the hands that includes trimming and polishing the fingernails

7 In the 1920s, flying was not a common way to travel. There were very few commercial airlines and airports. Planes were used by the military during World War I, but they only carried one or two people. Anyone who wanted to travel across the United States went by train. Bessie discovered that the only way for her to make money as a pilot was by flying a stunt plane in a flying circus. This type of air show was a popular form of entertainment. Her first air show was on September 3, 1922, at Glenn Curtiss Field in Garden City, New York. Bessie performed many stunts with her plane for her cheering fans, who called her “Queen Bess.”



© Smithsonian Institution/CORBIS #42-17473400

Pilot Bessie Coleman

8 This type of stunt flying was called “barnstorming.” It made Bessie famous, but daredevil flying had its dangers. In 1923, she had an accident while flying in Los Angeles. It took Bessie more than a year before she returned to barnstorming. By June 1925, Bessie was back in the air, thrilling thousands in Houston, Texas. Tragically, her brilliant career was cut short by a flying accident in 1926.

9 Bessie Coleman’s spirit lives on. In 1977, more than fifty years after her death, a group of African American women formed the Bessie Coleman Aviators Club in Chicago. In 1990, a road at Chicago’s O’Hare Airport was named Bessie Coleman Drive. In 1995, the United States Postal Service issued a stamp honoring Bessie Coleman’s accomplishments. More recently, in 2006, the National Aviation Hall of Fame selected Bessie Coleman as an honoree.

10 Bessie’s philosophy of life was simple. She said, “I refused to take no for an answer.” In doing so, Bessie secured her place in American history. She serves as a role model to many who have followed her example by pursuing their dreams.

*Go On* ►

**Reporting Category: 2 Vocabulary**

**Performance Indicator:** 0801.1.20 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim).

**23** As Bessie departed for her trip to Paris, her brother most likely said to her

- A** “Cum laude!”
- B** “Du jour!”
- C** “Déjà vu!”
- D** “Bon voyage!”

**Reporting Category: 3 Writing and Research**

**Performance Indicator:** 0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

**24** Choose the most reliable resource for information about the types of stunts Bessie performed in a flying circus.

- F** a magazine article about early aerial stunts and pilots
- G** a supermarket tabloid story about an experienced stunt pilot
- H** an eyewitness account about daring circus acts and stunts
- J** an online site dedicated to how to do stunts with paper airplanes



**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.3 Analyze cause-effect relationships in text.

**25** Why did Bessie Coleman attend flight school in France rather than the United States?

- A** Flight schools in France were known to be better than American schools.
- B** Flight schools in the United States would not accept her for enrollment.
- C** Bess wanted to speak the French language, which she had just learned.
- D** Bess learned that the flight schools in France were more affordable.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.1 Formulate appropriate questions before, during, and after reading.

**26** Which question is answered in the passage?

- F** How much did it cost Bess to attend flight school?
- G** In what French city did Bess learn to fly a plane?
- H** Where did Bess perform her first air show?
- J** In what year did Bess get her pilot's license?

*Go On ►*

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.2 Identify the main idea and supporting details in text.

**27** The details in Paragraph 5 best support the idea that Bessie's personality was

- A** motivated.
- B** privileged.
- C** cultured.
- D** courageous.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

**28** The footnote on the first page of this passage gives the reader

- F** a description of a location the passage mentions.
- G** a definition of an unfamiliar word used in the passage.
- H** an explanation of the photograph that is in the passage.
- J** a source for information used by the author of the passage.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.

**29** Rachel is presenting a report about Bessie Coleman for Black History Month. Which visual image would be best for her to use during the presentation?

- A** a list of the places Bessie performed
- B** a photograph of Bessie beside her plane
- C** a three-dimensional model of airplane Bessie flew
- D** a drawing of a postage stamp commemorating Bessie

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

**30** What is the most likely purpose of a video showing a series of daring stunts performed in a famous flying circus?

- F** to entertain viewers with a memorable flight exhibition by great pilots
- G** to describe for viewers how the pilots plan their daring flights
- H** to inform viewers which pilot has the most advanced skills
- J** to persuade viewers to become pilots with exceptional ability and courage

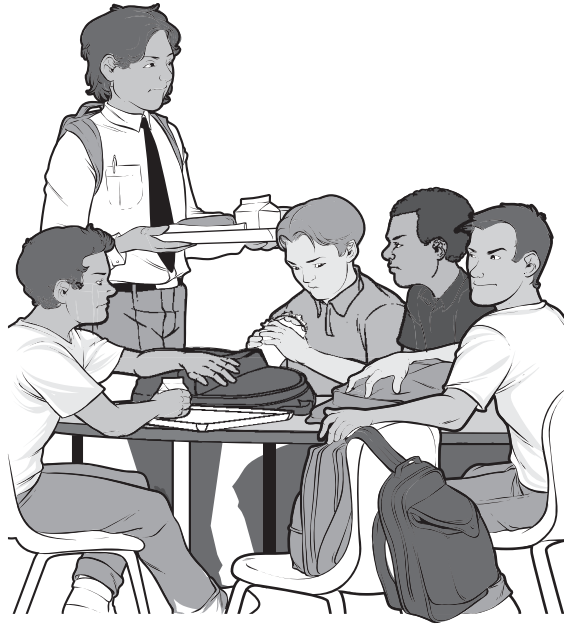
*Go On ►*

**Directions**

Read the stories. Then answer Numbers 31 through 39.

## What I Regret

- 1 At lunchtime, Jimmy, Patrick, Devon, and I began our regular routine of trading the contents of our lunches. I glanced across the busy cafeteria and noticed the new student, Joel. He was holding his tray and scanning the chaotic scene before him.
- 2 Patrick noticed him too. “Why’s the new kid dressed like the principal?” he asked. Devon and Jimmy chuckled.
- 3 “Joel’s cool. He’s in my English and history classes,” I said. I neglected to mention that Joel and I had become friends when we worked on a project together a couple of weeks ago. We discovered that we were both enthusiastic readers — something I would never admit to Patrick, Jimmy, and Devon.
- 4 Last week, Joel asked if I had ever attended the free performance of *A Midsummer Night’s Dream* in Town’s End Park. I’d never even heard about it and was impressed that he knew so much about the town already.
- 5 The sound of Jimmy slurping brought me back to the cafeteria. I saw that Joel was striding toward us. “Don’t do it,” I thought, but in seconds he was at our table. My buddies raised their eyebrows, but they moved over so Joel could join us.
- 6 I introduced Joel to the guys and tried to get the conversation flowing. As I had anticipated, Patrick, Jimmy, and Devon talked about topics designed to exclude Joel. Finally I gave up and talked only to Joel while my three old friends ignored us.
- 7 This awkward situation continued for nearly a week. On Friday, Jimmy, Devon, and Patrick piled their backpacks on the table and chairs so that there was no space left for another person to sit down. When Joel walked over, Patrick drawled, “I don’t think we have room.” Devon glared at me, daring me to contradict Patrick.



8 I could feel Joel looking at me, but I stared at my burrito as if it contained precious pearls of wisdom instead of rice and beans. After a long, uncomfortable pause, Joel left. I should have spoken up for him, but I couldn't walk away from my friends, could I? I'd known them since we were five years old.

9 Joel didn't speak to me after that encounter. He worked with other people in class and was soon hanging around with another group of kids. A few months later, I saw an announcement about Joel being nominated president of the class book club. I was happy for Joel's achievements, but I realized I had made a big mistake when I said nothing at the lunch table that day. Why was I so afraid that my friends might find out that I like to read? Or that I liked Frost and Shakespeare?

10 As I stared at the announcement, I knew I needed to apologize to Joel — even if he did not want to reconcile our friendship. I was certain that my three friends would not approve. I was also certain that I risked losing them as well. However, I knew that I risked losing myself if I did nothing.

11 As the dismissal bell rang, I gathered up my books, took a deep breath, and went to find Joel.

## A Party in Any Language

1 Leticia found a square envelope with her name printed in gold in the mailbox. She quickly ripped open the envelope as she entered her family's apartment. "It's an invitation to Micah's *bar mitzvah* in two weeks!" she exclaimed to her mother.



2 "I guess you'll both have a hectic month since he's invited to your *quinceañera*," her mother said.

3 Leticia looked down and said slowly, "I'm not sure I want him to come to my party. I'm fifteen, and he is only thirteen."

4 "He's been your friend for ten years," her mother responded.

5 "I know, but he's still a kid," said Leticia. "My *quinceañera* is a coming-of-age party."

6 Her mother frowned. "I think you need to learn what a *bar mitzvah* is."

7 Leticia looked perplexed. "It's a Jewish holiday," she said.

8 "It's more than that. Go see what you can learn," her mother said.

9 Leticia went to the library and took many detailed notes from the information she found on the Internet. When she returned home, she triumphantly told her mother, "A *bar mitzvah* is a Jewish boy's coming-of-age ceremony, like my *quinceañera*. Micah's event begins with a formal ceremony in which he'll read some verses in Hebrew. Then there's a party afterwards. After his *bar mitzvah*, Micah will be responsible for his actions and choices."

10 "You're responsible for your choices too, which includes choosing to invite a lifelong friend," Leticia's mother replied.

11 "Just because Micah is coming of age doesn't mean he should be at my party. Our age difference wasn't important when we were younger, but now it is," Leticia argued. "Besides, Micah will be uncomfortable with everyone speaking Spanish."

- 12 Her mother looked at her seriously and said, “You don’t speak Hebrew, but Micah will explain his ceremony to you later. Likewise, he’ll enjoy hearing you speak Spanish, and you can explain it to him later.” Before Leticia could respond, her mother continued. “You need to begin writing your letters of gratitude. Remember, reading the letters out loud at the *quinceañera* has been a unique family tradition for many generations.”
- 13 “I’ll go to Micah’s *bar mitzvah*, and I’ll write my letters. However, I still need to decide if I want him to come to my *quinceañera*,” Leticia said stubbornly.
- 14 Leticia trudged to her room and made a list of people who had helped her throughout her life. Over the next two weeks, she wrote a letter to each person on the list and expressed her gratitude to them. Following her family’s tradition meant that she would read each letter and hand each person a candle, so she practiced reading the letters aloud.
- \* \* \*
- 15 “You won’t believe what Micah did at his bar mitzvah!” she told her mother breathlessly. “He read several verses in Hebrew. He prepared for years to learn how to read and speak that much. He even said something directly to me in Hebrew! He’s going to call me tomorrow and translate it.”
- 16 “Did you enjoy yourself at the party after the ceremony?” her mother asked. Leticia smiled. “It was really fun,” she said. “I learned things about Micah that I never knew! Now, I need to put his invitation in the mail and start on my letter for him.”

**Reporting Category: 2 Vocabulary**

**Performance Indicator: 0801.1.17 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.**

**31 Read this sentence from Paragraph 1 of “What I Regret.”**

*He was holding his tray and scanning the chaotic scene before him.*

**Which synonym for scanning matches its usage in the sentence?**

- A** examining
- B** recognizing
- C** considering
- D** consulting

*Go On ►*

**Reporting Category: 2 Vocabulary**

**Performance Indicator:** 0801.1.18 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.

**32** Read this sentence from Paragraph 3 of “What I Regret.”

*I neglected to mention that Joel and I had become friends when we worked on a project together a couple of weeks ago.*

**Which sentence accents the same syllable in project as the sentence above?**

- F** My drama teacher says I must project my voice if I want the audience to hear me.
- G** The docks project several yards into the lake, which makes them safe for diving.
- H** The members of the book sale committee project we will earn even more money this year.
- J** Building the community center is the largest project my town has ever undertaken.

**Reporting Category: 7 Literature**

**Performance Indicator:** 0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

**33** Which event from “What I Regret” takes place during the exposition?

- A** The narrator introduces Joel to his friends.
- B** The narrator stares at his burrito instead of looking at Joel.
- C** Joel starts hanging out with another group of kids.
- D** Devon and Jimmy laugh at the clothes Joel is wearing.



**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.3 Determine how a story changes if the point of view is changed.

**34** How would both stories change if they were written in third-person omniscient point of view?

- F** The reader would know the thoughts of all the characters.
- G** The passages would be told by multiple narrators instead of only one.
- H** The author would reveal more details about the main characters' backgrounds.
- J** The author would report the details of the stories without revealing the main characters' emotions.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.5 Analyze the development of similar themes across two or more literary texts.

**35** What theme is shared by both stories?

- A** Relationships change as people mature.
- B** People should strive to overcome cultural differences.
- C** It is difficult to choose between new friends and old friends.
- D** Respecting your friends is more important than what others think.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.10 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology)

**36** What is the most important conflict faced by the main characters of both stories?

- F** person vs. technology
- G** person vs. environment
- H** person vs. self
- J** person vs. person

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.11 Identify and analyze a literary character's moral dilemma.

**37** What moral conflict is shared by the main characters in both stories?

- A** Both must try to understand a friend's point of view.
- B** Both have strong opinions that they must put aside to please others.
- C** Both are torn between doing what is fun and doing what is necessary.
- D** Both disagree with their friends' opinions about how to handle a situation.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures.

**38** Which sentence from “A Party in Any Language” helps to establish the story’s time period as the twenty-first century?

- F** She quickly ripped open the envelope as she entered her family’s apartment.
- G** “My *quinceañera* is a coming-of-age party.”
- H** “It’s a Jewish holiday,” she said.
- J** Leticia went to the library and took many detailed notes from the information she found on the Internet.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.

**39** In “A Party in Any Language,” learning about *bar mitzvahs* helps Leticia to

- A** better appreciate the traditions of her own culture.
- B** realize she and Micah have reached similar points in their lives.
- C** understand why Micah invited her to his ceremony.
- D** question her ignorance about cultures other than her own.

*Go On* ►

**Directions**

Read and answer Numbers 40 through 42.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

**40** In an organized group, which member is responsible for conducting research?

- F** the leader
- G** the reporter
- H** the timekeeper
- J** the information gatherer

**Reporting Category: 4 Communication and Media**

**Performance Indicator: 0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.**

**41** A student is giving a presentation about the history of the Internet. Look at his note cards.

1.  
Many people use their computers to go online for information, shopping, communication, and entertainment.

2.  
A network called ARPANET is formed, but access is very limited. Most people do not yet own computers.

3.  
The earliest computers—large, simple, and expensive—are developed. Scientists imagine the possibility of a huge network of computers sharing information.

4.  
A global network is established and for the first time, the public is given access.

**Choose the correct order for the note cards.**

- A** 3, 1, 2, 4
- B** 3, 2, 4, 1
- C** 1, 2, 3, 4
- D** 1, 3, 2, 4

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.15 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.

**42** Which sentence is written incorrectly?

- F** The dog's license had the owner's address, 555 West Huntington Street.
- G** The lecturer referred the audience to *Figure 2* on the chart to make her point.
- H** *Our Town* featured a performance by local actor Roy Haskins, who graduated in 1997.
- J** Mark Twain's short story, A Curious Dream, is a favorite that I enjoy reading over and over.

**Directions**

Read the poem. Then answer Numbers 43 through 50.

## Moonrise with Sea Turtles: A Professor Reflects on the Meaning of Life

Turtles return to the same spot year after year to lay their eggs. Each year rescuers take the eggs to a safe place where they are protected from predators. When the eggs hatch, the hatchlings are taken back to the ocean where they are set free.

From lab to lecture hall all day long,  
“Dr. Carmody,” they call,  
But tonight I’m just a volunteer  
Watching a turtle shedding tears  
5 Over a hundred eggs, round like the ball of the moon.

Turtle tears<sup>1</sup> are not some cure-all potion —  
But simply a way to rid salt from a life in the ocean.  
Still, I can’t help but feel that flippering sand  
Over the soft, leathery eggs laid on land  
10 Must cause this mother turtle some emotion.

I want to console her. “When you return to the water,  
Soar through seas beyond with all your endurance,  
We gently will paw through the sand, excavate,  
Place your little dependents into an incubator,  
15 Protect them from predators: raccoons, skunks, even ants.”

“We are your friends,” I want to say. She waddles away,  
Ungainly on land, but once in the sea she sails —  
Sails like an eagle on a thermal updraft.  
Her legs are paddles; her shell is the craft.  
20 Soon she follows the moon’s shining trail.

As for me, each day, I teach the scientific method,  
Ways to analyze and answer all the great questions.  
I can tell you how this turtle returns each year to this beach —  
How the mineral magnetite<sup>2</sup> in her brain puts all in reach,  
25 An unswerving compass that always, without exception,

<sup>1</sup>**Turtle tears:** Sea turtles shed tears to rid their bodies of excess salt and avoid dehydration.

<sup>2</sup>**magnetite:** A mineral that appears in some animals’ brains. It is thought to work like a magnet and enables them to navigate to the same place each year.

*Go On ►*

Points homeward. Yet as my hands lift one by one  
The white eggs, “What makes me return?” I wonder.  
Have I magnetite in the brain, too, that brings me back to you?  
I cradle the eggs, think of fifty-five days from now,  
30 Releasing the new hatchlings on the shore.  
  
Something beyond my science brings me here.  
It’s friendship, love, and hope for another year.



Sea Turtles

**Reporting Category:**

**5 Logic**

**Performance Indicator:**

**0801.5.1 Recognize a reasonable prediction of future events of a given text.**

**43** Based on information in this poem, the reader can predict that the speaker most likely will

- A** find other animals to help in addition to sea turtles.
- B** look for a better way to incubate the sea turtle eggs.
- C** forget where to release the sea turtle hatchlings.
- D** continue to care for sea turtle eggs year after year.



**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.2 Identify and analyze the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

- 44** The poem is written from a first-person point of view most likely to
- F** express the concerns that the speaker has about sea turtle eggs.
  - G** describe how the speaker locates the sea turtle eggs.
  - H** illustrate the appearance of the sea turtles moving toward their nests.
  - J** connect the experience of the sea turtles with the experience of the speaker.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

- 45** This passage is best identified as a poem because it uses
- A** dialogue between characters.
  - B** figurative language arranged in stanzas.
  - C** stage directions to indicate movements.
  - D** conflict and resolution to establish the plot.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

**46** The poet reveals what the speaker is like by telling the reader

- F** what the speaker says.
- G** what the speaker is thinking.
- H** what others think about the speaker.
- J** what others say about the speaker.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).

**47** Read Lines 3 through 5.

*But tonight I'm just a volunteer  
Watching a turtle shedding tears  
Over a hundred eggs, round like the ball of the moon.*

**The literary element used in these lines is**

- A** a sympathetic tone to show compassion for the turtles.
- B** foreshadowing of the hatchlings' return to the sea.
- C** an example of symbolism since the tears represent change.
- D** irony because turtles cry only on certain occasions.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.

**48** Read Lines 19 and 20.

*Her legs are paddles; her shell is the craft.  
Soon she follows the moon's shining trail.*

**In these lines, the speaker uses metaphor to**

- F** explain that the turtle is an explorer.
- G** compare the turtle to a small boat.
- H** explain that the turtle is on an evening cruise.
- J** illustrate that the turtle follows a certain path.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, onomatopoeia, free verse, repetition, internal rhyme, slant rhyme).

**49** Read Line 16.

*"We are your friends," I want to say. She waddles away,*

**The poet most likely uses internal rhyme to**

- A** demonstrate the willingness of the speaker to help a turtle in need.
- B** explain that the turtle is gone before the speaker can talk to her.
- C** show that the turtle leaves because the speaker has a frightening voice.
- D** contrast the caring efforts of the speaker with the indifference of the turtle.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.14 Identify the author's purpose for writing.

**50** The poet wrote this poem to

- F** express feelings about the sea turtles to the reader.
- G** persuade the reader to learn more about sea turtles.
- H** inform the reader about the habits of sea turtles.
- J** share a story about sea turtles with the reader.

**Directions**

Read the passage. Then answer Numbers 51 through 56.

## Smart Dogs

- 1 Anyone who has taught his or her dog a cool new trick may have thought, “Boy, is my dog smart.” But rolling over, sitting, and staying are simple tasks compared to what dogs seem capable of doing. Researchers are finding that there are many smart dogs to prove the point.

### One Dog’s Abilities

- 2 Take a dog named Jet, for example. Jet is a Labradoodle — part Labrador retriever and part poodle. He is both a seizure-alert dog and a service dog. Jet has been trained to help his owner cope with medical problems. He can recognize symptoms *before* a health problem occurs. Jet can even perform some tasks to keep his owner from being harmed. For instance, Jet knows how to position his body beneath his owner to protect her if she should fall.



© S2truck/Dreamstime #14328209

Labradoodle

### Measuring Canine Intelligence

- 3 Some scientists believe that abilities like Jet’s are simply based on extensive training and a desire to please humans. Yet recent research demonstrates that dogs’ mental processes are actually more complex. Some dogs’ mental abilities even appear to rival a human’s mental skills.

Go On ►

4 A canine researcher from the University of British Columbia, Stanley Coren, PhD, has evaluated many studies on dog behavior and intelligence. His observations reveal that most dogs have mental abilities similar to those of a two-year-old human. The average dog has the ability to learn approximately 165 words. It can also learn many verbal commands and hand signals. Some dogs can even count and understand abstract concepts. In one study, dogs were able to distinguish between photographs that pictured dogs from those that did not.

### **Differences Among Dog Breeds**

5 Dogs, like people, have different levels of intelligence. The level of intelligence varies by breed. Dr. Coren performed language-learning tests designed for human toddlers on a variety of dog breeds. He also examined three aspects of dog intelligence. He observed how they act instinctively, how they adapt to their environment, and how they follow commands. Based on the tests' results, Dr. Coren produced rankings of dog intelligence by breed. Some breeds appear to be extremely smart. This attribute allows them to learn to respond to humans' commands quickly and even problem solve when faced with a challenge. Characteristics such as herding animals, performing duties related to hunting or searching, or protecting humans were often enhanced by breeding. Dr. Coren's studies show that the five most intelligent dog breeds are Border collies, poodles, German shepherds, golden retrievers, and Doberman pinschers.

6 Other research supports the idea that Border collies are highly intelligent. In one study, a Border collie named Rico demonstrated that he could remember the names of over 200 objects. Recently, researchers have discovered an impressive Border collie named Betsy. Betsy has a vocabulary of 340 words. She can also identify and distinguish between more than 300 objects!



© Dotzidea/Dreamstime #8446458

**Border Collie**

- 7 Unfortunately, dog breeds like borzoi, chow chows, bulldogs, basenji, and Afghan hounds finish last in intelligence tests. However, those of us who have owned a less intelligent breed of dog know these dogs are just as lovable and fun as smarter breeds.

### Scientific Acceptance

- 8 A public television show, *Dogs Decoded*, made it clear that scientists are taking the idea of dog intelligence seriously. This interest is understandable. Researchers are now studying how closely dogs pay attention to human behavior and emotions. They are also researching how dogs use barking to communicate. Most interesting of all may be the study of how the bond between humans and dogs can affect health and well-being of both species.
- 9 There are still some skeptics who think dogs simply mimic or respond to human behavior in order to receive food, attention, or love. However, the ever-increasing research on dog behavior and intelligence is proving that dogs really do have impressive mental abilities. They are able to relate to humans in ways that other mammals seem unable to do. Whether they are smart or just fun to be around, there are plenty of reasons to consider dogs to be at the “top of the class” when it comes to being humans’ best friends.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.2 Evaluate text for fact or opinion.

**51** Which sentence from the passage is an opinion?

- A** Jet can even perform some tasks to keep his owner from being harmed.
- B** He observed how they act instinctively, how they adapt to their environment, and how they follow commands.
- C** However, those of us who have owned a less intelligent breed of dog know these dogs are just as lovable and fun as smarter breeds.
- D** They are also researching how dogs use barking to communicate.

Go On ►

**Reporting Category: 5 Logic**

**Performance Indicator: 0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.**

**52** Read the analogy.

*Service dog is to safety as verbal command is to \_\_\_\_\_.*

**Complete the analogy based on the passage.**

- F** instruction
- G** instinct
- H** emotion
- J** intelligence

**Reporting Category: 5 Logic**

**Performance Indicator: 0801.5.9 Make inferences and draw conclusions based on evidence in text.**

**53** Which inference is supported by the third and fourth paragraphs?

- A** The ability to recognize abstract concepts is a sign of intelligence.
- B** Human mental ability at two years exceeds that of the average dog.
- C** Using language is a higher order of intelligence than understanding language.
- D** Canine mental ability at its highest level matches average human mental ability.



**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).

**54** Which organizational structure does the section titled “Measuring Canine Intelligence” reflect?

- F** chronological
- G** comparison-contrast
- H** problem-solution
- J** cause-effect

*Go On* ►

**55** Look at this photograph.



**What can the reader conclude about this dog?**

- A** it does not exhibit learning at a high level
- B** it has been trained as a service dog
- C** it knows the names of many objects
- D** it is not emotionally attached to its owner

**Performance Indicator:** 0801.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).

**56** Which of these is a primary source?

- F** a guide to training service dogs
- G** an article about service dog programs
- H** an encyclopedia entry about service dogs
- J** a diary kept by a person with a service dog

**Directions**

Read and answer Numbers 57 through 62.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.13 Select the most appropriate format for a work-related text.

**57** Reggie and his sister Kim want to advertise their custom-built birdhouses in their neighborhood. What would be the best way to share this information with their neighbors?

- A** an online site with testimonials from previous customers
- B** an email with information about why birds need houses
- C** a flier with photographs of birdhouses they have made
- D** a letter with descriptions of birdhouses they have made

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

**58** The Science Club is hosting an evening speaker from a local college to talk about careers in science. Which medium would be the most effective for distributing the information?

- F** posters in the science lab
- G** a morning announcement
- H** a letter in the local newspaper
- J** fliers sent home with students

**59** Look at the photograph.



What is the conflict that is best expressed by the photograph?

- A** person vs. self
- B** person vs. person
- C** person vs. technology
- D** person vs. environment

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.

**60** Read this sentence.

*Wiley decided to proofread the article one final time because he did not want a repeat of the fiasco with the previous edition of the student paper.*

Which word is the best replacement for the underlined word?

- F** therefore
- G** furthermore
- H** while
- J** Correct as is

**61** Look at the photograph.



A state park wants to use this photo in a brochure. What message is the park most likely trying to communicate with this photograph?

- A** The park is a place of natural beauty.
- B** The park is most beautiful in the fall.
- C** The park is a place for people of all ages.
- D** The park is known for moths and butterflies.

**62** Read this draft of a report about life in tidal pools.

1. *On the one side is land, and on the other side is the sea. In between these realms are the tidal pools, rocky, sandy areas that are alternately wet and dry as the tide comes in or goes out. Living in this sandy band between earth and sea are special creatures that call the tidal pools home.*
2. *Life in the tidal pools is difficult, as the waves constantly pound the area. Some of the plants and animals survive in this environment by hanging on or digging in. Barnacles attach themselves to rocks with a special glue, while mussels send special cords into the sand to stay in one place.*
3. *Why would so many creatures want to live in tidal pools? After all, the environment is inhospitable and even dangerous. According to scientists, tidal pools have many advantages, such as providing rich sources of food and a high oxygen level. Both are due, in part, to the actions of the waves, which make the tidal pools both challenging and rewarding places to live.*
4. *Others take shelter among the rocks only when needed. Among these are many species of crabs. A good example of this is the Porcelain Crab, which is very flat and can slide under rocks to find safety from crashing waves or hungry predators. Some rocks may shelter hundreds of these little creatures.*

Choose the most logical order for the paragraphs in this report.

- F** 1, 2, 4, 3
- G** 1, 4, 3, 2
- H** 4, 2, 3, 1
- J** 2, 4, 1, 3



**Directions**

Renee wrote this report for history class. It may contain mistakes. Read the report and answer Numbers 63 through 73.

## The Ancient Olympic Games

(1) The Olympics is a time-honored tradition that showcases the skills of the finest athletes in the world. (2) The first Olympic Games have been held in ancient Greece in 776 B.C. (3) Athletes from the many Greek city-states met at Olympia for an athletic contest. (4) At the time, Greek city-states were often in conflict with each other. (5) Citizens needed strength and speed to defend the city-states where they lived. (6) Olympic events were designed to test warriors' skills. (7) For example, the javelin throw tested a warrior's strength and skill with a spear on a battlefield. (8) After these first contests the Olympic Games took place every four years. (9) Eventually, these traditional games became a symbol of peace and friendship because they united citizens from many city-states.

(10) Inhabitants in ancient Greece considered it their civic responsibility to stay in good physical condition. (11) Ancient Olympic events usually included sports that had a practical connection to Greek life. (12) The long jump is an example of one such event. (13) The countryside was very rugged, a warrior might have to jump across a deep, narrow canyon during a battle. (14) As a result, the Olympic long-jump event was born. (15) Additionally, a true test of long jumpers skill required the athletes to hold weights as they jumped, imitating a warrior carrying supplies into battle.

(16) Another Olympic event was a footrace performed while wearing heavy armor. (17) Many armor-clad warriors entered battles on foot because they could not afford to keep horses. (18) Because of this situation, a footrace that tested strength and endurance in full battle armor was created. (19) The first Olympic Games also included a footrace of about 200 meters. (20) Over the years, longer races were added to the competition. (21) Later Olympics also included wrestling, boxing, and a four-horse chariot race.

(22) The greater reward for victory at the Olympic Games was respect and honor. (23) Moreover, each winner received a crown made from wild olive branches. (24) The banquet provided for the winners was also an important part of the post-games celebration. (25) Most impressively, a champion could even have a life-sized statue of him carved if he chose.

(26) The ancient Olympic Games ended around A.D. 394 after the Romans conquered Greece. (27) The games did not start again until 1896. (28) Though many of the contests in the modern games differ greatly from events in the original Olympic games, one Olympic tradition still continues. (29) It is the lighting of the Olympic torch. (30) Every four years, the Olympic torch is lit in Olympia, Greece. (31) Then the torch is relayed by thousands of runners to the nation hosting the games. (32) During the opening ceremonies, the last runner enters the stadium and uses the torch which originated in Greece to light the new Olympic flame. (33) This flame burns until the games end.

(34) Every four years, the Olympic flame burns brightest once again. (35) The best athletes compete for honors from all over the world. (36) The Olympic Games are still a symbol of peace and friendship among nations.

*Go On* ►

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.

**63** Read Sentence 25.

*Most impressively, a champion could even have a life-sized statue of him carved if he chose.*

Which word is the best replacement for the underlined word in the sentence?

- A** he
- B** his
- C** himself
- D** correct as is

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.

**64** Read Sentence 2.

*The first Olympic Games have been held in ancient Greece in 776 B.C.*

**Which is the correct revision for the underlined words in the sentence?**

- F** are held
- G** were held
- H** had been held
- J** was being held

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.

**65** Read Sentence 34.

*Every four years, the Olympic flame burns brightest once again.*

Which word is the best replacement for the underlined word?

- A** bright
- B** brightly
- C** more bright
- D** most brightly

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.

**66** Read Sentence 35.

*The best athletes compete for honors from all over the world.*

Choose the best way to revise this sentence.

- F** From all over the world, for honors, the best athletes compete.
- G** The best athletes from all over the world compete for honors.
- H** The best athletes compete from all over the world for honors.
- J** For honors, the best athletes from all over the world, compete.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

**67** Read Sentence 8.

*After these first contests the Olympic Games took place every four years.*

Which is the best way to punctuate the underlined part of the sentence?

- A** these, first contests the Olympic Games took place
- B** these first contests, the Olympic Games took place
- C** these first contests the Olympic Games, took place
- D** these first contests the Olympic Games took place,

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).

**68** Read Sentences 20 and 21.

*Over the years, longer races were added to the competition. Later Olympics also included wrestling, boxing, and a four-horse chariot race.*

**How could these sentences best be combined?**

- F** Later Olympics, over the years, added wrestling, boxing, and chariot races to the competition.
- G** Olympics now have wrestling, boxing, chariot races, and also longer footraces after many years.
- H** Over the years, longer races were added to the Olympics, and wrestling, boxing, and chariot races became part of the games.
- J** Longer races were eventually added to the Olympics, and then wrestling, boxing, and chariot races were included after more years.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.9 Identify the appropriate use of gerund and participial phrases.

**69** Read Sentence 24.

*A banquet provided for the winners was also an important part of the post-games celebration.*

**Which revision of this sentence contains a gerund phrase?**

- A** The winners also enjoyed eating at a banquet as an important part of the post-games celebration.
- B** An important banquet for the winners was a fitting end as a post-games celebration.
- C** An important banquet for the winning athletes was included as part of the post-games celebration.
- D** Providing a banquet for the winners was also an important part of the post-games celebration.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.12 Identify correctly or incorrectly spelled words in context.

**70** Read Sentence 18.

*Because of this situation, a footrace that tested strength and indurance in full armor battle was created.*

**Which spelling of the underlined word is correct?**

- F** endurance
- G** endurence
- H** indurence
- J** correct as is

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.13 Form singular and plural possessive using apostrophes correctly.

**71** Read Sentence 15.

*Additionally, a true test of long jumpers skill required the athletes to hold weights as they jumped, imitating a warrior carrying supplies into battle.*

**How should the underlined words be written?**

- A** long jumper's skill
- B** long jumpers skill's
- C** long jumpers' skill
- D** long jumpers' skills'



**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.14 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}) within context.

**72** Read Sentence 10.

*Inhabitants in ancient Greece considered it there civic responsibility to stay in good physical condition.*

Which underlined word is not used correctly?

- F** ancient
- G** considered
- H** there
- J** civic

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.9 illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.

**73** Which illustration, if added to Renee's report, would best support the key idea?

- A** a map of the ancient Greek city-states
- B** a sketch of the Olympic torch
- C** drawings of events and athletes from the ancient Olympics
- D** illustrations of Greek citizens from 770–780 B.C. wearing typical clothing

*Go On ►*

**Directions**

Read and answer Numbers 74 through 78.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.4.5 Discern irrelevant research material from written text.

**74** Candace is writing a report on the importance of planting native trees and shrubs when landscaping in city parks. After reading some information on the Web, she wrote the following notes.

1. *Native trees and shrubs provide food and shelter for native wildlife, such as birds.*
2. *People like to see flowering trees and shrubs in city parks.*
3. *City parks present an opportunity to be intentional about what kinds of trees and shrubs are planted.*
4. *Trees that naturally grow in an area require less cost to maintain.*

Which fact is not related to Candace's report?

- F** Fact 1
- G** Fact 2
- H** Fact 3
- J** Fact 4

**75**

Read the paragraph.

*Three months ago, Westwood High School installed the big, blue recycling bins around the school. To actually make them work, however, we need to make a conscious decision each day to be a part of something larger than ourselves. Most of the student body is on board for this effort, but everyone needs to be. Let's not send your paper or empty can to the landfill when everyone else's materials are helping the environment. Recycling works when every person makes the simple decision to add their recyclables to the growing collection in those big, blue bins.*

**What persuasive device does the author use in this paragraph?**

- A** testimonial
- B** bandwagon
- C** snob appeal
- D** plain folks

**76 Read the paragraph.**

*Businesses thrive where foot traffic is greatest, so the best place to build a business is where many paths intersect. People often will drive to a particular location, but then walk around several locations in the area. For example, if someone has business at the post office, he or she might walk to other stores in the area, too. It makes a great deal of sense when you think about it.*

**Which sentence from the paragraph represents an example of deductive reasoning?**

- F** Businesses thrive where foot traffic is greatest, so the best place to build a business is where many paths intersect.
- G** People often will drive to a particular location, but then walk around several locations in the area.
- H** For example, if someone has business at the post office, he or she might walk to other stores in the area, too.
- J** It makes a great deal of sense when you think about it.

**77** Read the paragraph.

*When they published their first articles, writers used to brag, “I’m in print!” Today, that sounds hopelessly old-fashioned, even quaint, and it is hard to imagine anyone bragging about it. Statistics show that increasingly, the publishing world is going online. People today still have their favorite magazines and newspapers. The difference is that many people now read those publications online. New writers are likely these days to be involved in what has come to be called “The New Media.”*

**Which sentence from the paragraph shows a bias some people may have against print publications?**

- A** When they published their first articles, writers used to brag, “I’m in print!”
- B** Today, that sounds hopelessly old-fashioned, even quaint, and it is hard to imagine anyone bragging about it.
- C** People today still have their favorite magazines and newspapers.
- D** New writers are likely these days to be involved in what has come to be called “The New Media.”

**78** Read the paragraph from a speech.

*Only those who have visited India can understand its potential for economic growth. The country has experienced significant growth in many sectors. Finding a way to create partnerships with Indian industries remains our main mission. Global Exchange hopes to create ways that both countries can benefit from free trade.*

**Which sentence from the paragraph is a false premise?**

- F** Only those who have visited India can understand its potential for economic growth.
- G** The country has experienced significant growth in many sectors.
- H** Finding a way to create partnerships with Indian industries remains our main mission.
- J** Global Exchange hopes to create ways that both countries can benefit from free trade.

**Directions**

William wrote this report. It may contain mistakes. Read the report and answer Number 79.

### It's a Secret!

- 1 During the American Revolution (1775–1783), secrecy was important to the safety of both the British and the American soldiers. In order to maintain this safety, these groups used secret messages to relay information. This was an essential strategy for all involved. These messages often included orders for a person or group of soldiers. Some messages had warnings about the enemy's plans, while other messages revealed a troop's location. Because each side wanted to find an advantage over the other, they both used creative ways to hide their words and their secrets.
- 2 One of the American agents methods involved invisible ink. A person would write what looked like a normal, friendly letter. Then he or she would write a secret message on the letter using a special ink, which was often lemon juice. The juice would dry and could not be seen. The person who received the letter would know whether it contained a secret message. If enemy soldiers were to intercept the letter, they would not notice anything unusual. The receiver would hold the letter over a candle. The heat from the candle would darken the acid in the lemon juice, and then the secret message could be read. George Washington found this process useful, and using invisible ink became a common practice.
- 3 The British, on the other hand, employed another way of sending secrets in an ordinary-looking letter. Sir Henry Clinton was a British cryptographer, a person who encoded and decoded secrets in clever ways. He composed secret messages in letters using a mask system. Clinton wrote letters that looked like ordinary correspondence and sent them to the recipient. Then he sent a second sheet of paper with holes cut in strategic places. This piece of paper was called the mask. When the mask was placed on top of the letter, only the words of the secret message were visible. The remaining words were hidden by the mask. For centuries, people have been trying to think up ways to fool their enemies. Allies used these letters to transmit information secretly to each other. The letter and the mask were delivered separately to prevent enemies from discovering the secret message.
- 4 Both the Americans and the British benefited from secret messages. Leaders talked about actions and good decisions by carefully hiding important information. However, people may never truly understand the impact of these clever messages. After all, it's a secret!

Go On ►

**79** Which sentence from the report is the thesis statement?

- A** Some messages had warnings about the enemy's plans, while other messages revealed a troop's location.
- B** Because each side wanted to find an advantage over the other side, they both used creative ways to hide their words and their secrets.
- C** The British, on the other hand, employed another way of sending secrets in an ordinary-looking letter.
- D** George Washington found this process useful, and using invisible ink became a common practice.



**Directions**

Read and answer Numbers 80 through 81.

**Reporting Category:** 3 Writing and Research**Performance Indicator:** 0801.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**80** Read the paragraph.

*Lincoln and Douglas were from Illinois, both were lawyers, but they were different in many ways. Physically, the former was tall while the latter was nicknamed “The Little Giant.” Their beliefs differed as greatly, with the former a champion of progress and the latter a defender of the status quo. Yet, after Lincoln won election to the presidency, Douglas worked diligently for the new president and the preservation of the union although Douglas had earlier tried to defeat him.*

Read the graphic organizer based on the paragraph.

	Lincoln	Douglas
Physical Appearance	Tall	Short
Beliefs	Progress	Status Quo
Attitude toward Union	Defender	

According to the paragraph, what information belongs in the empty cell?

- F** Little Giant
- G** Defender
- H** Lawyer
- J** Illinois

Go On ►

**81** Choose the most focused research topic.

- A** government incentives given for renewable energy sources
- B** factors that affect the rising cost of fossil fuel
- C** coal mining in the eastern United States
- D** generating power from the Industrial Age to the present

**STOP** 

# Mathematics



**Reporting Category:** 1 Mathematical Processes

**Performance Indicator:** 0806.1.1 Solve problems involving rate/time/distance (i.e.,  $d = rt$ ).

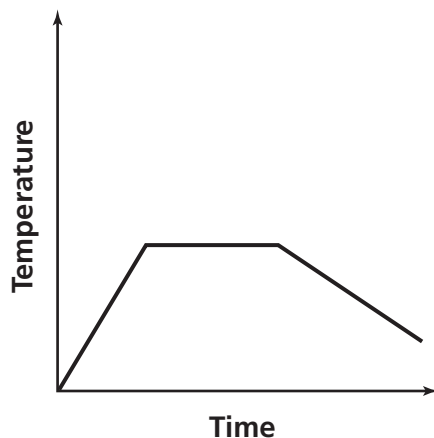
- 1** During a 4-hour drive, a truck driver traveled at a rate of 40 miles per hour for the first hour and 70 miles per hour for the following 3 hours. Which is closest to the average rate the truck driver traveled during these 4 hours?

$$\text{distance} = \text{rate} \times \text{time}$$

- A** 63.3 miles per hour
- B** 62.5 miles per hour
- C** 55.0 miles per hour
- D** 47.5 miles per hour

*Go On* ►

- 2** The graph below represents the temperature inside an oven over a period of time.



Which statement best describes the change in temperature?

- F** The temperature increased and then decreased.
- G** The temperature was constant and then decreased.
- H** The temperature increased, remained constant, and then decreased.
- J** The temperature increased, decreased for a while, and then remained constant.

- 3** Sasha is trying to find the best price for blank CDs. The table below shows the packages of CDs available to purchase.

**CD Packages**

Package	Number of CDs	Price
Q	20	\$4.10
R	35	\$6.50
S	60	\$12.50
T	80	\$15.99

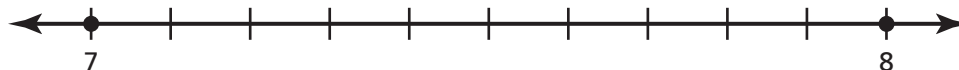
Which package offers the lowest price per CD?

- A** Package Q
- B** Package R
- C** Package S
- D** Package T

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 0806.2.1 Order and compare rational and irrational numbers and locate on the number line.

- 4** Which value could be represented by a point between the labeled numbers on the number line below?



**F**  $\sqrt{48}$

**G**  $\frac{39}{6}$

**H**  $\sqrt{56}$

**J**  $\frac{74}{9}$

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 0806.2.2 Identify numbers and square roots as rational or irrational.

- 5** Which statement is true?

**A** The number  $\frac{5}{8}$  is rational.

**B** The number  $\sqrt{\pi}$  is rational.

**C** The number  $\frac{\sqrt{5}}{\sqrt{20}}$  is irrational.

**D** The number 0.625 is irrational.

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 0806.2.3 Use scientific notation to compute products and quotients.

**6** Simplify:

$$(1.7 \times 10^2)(2 \times 10^6)$$

**F**  $3.7 \times 10^{12}$

**G**  $3.4 \times 10^{12}$

**H**  $3.7 \times 10^8$

**J**  $3.4 \times 10^8$

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 0806.2.4 Solve real-world problems requiring scientific notation.

**7** One proton has a charge of approximately  $1.6 \times 10^{-19}$  coulomb. Based on this information, how many protons are required to have a total charge of  $4 \times 10^{-2}$  coulomb?

**A**  $6.4 \times 10^{17}$

**B**  $2.5 \times 10^{17}$

**C**  $2.5 \times 10^{-21}$

**D**  $6.4 \times 10^{-21}$

*Go On ►*

**Reporting Category:** 3 Algebra

**Performance Indicator:** 0806.3.1 Find solutions to systems of two linear equations in two variables.

**8** What is the value of  $x$  in the solution to this system of linear equations?

$$4x - 3y = 3$$

$$x - y = 2$$

**F** -5

**G** -3

**H** 3

**J** 5

**Reporting Category:** 3 Algebra

**Performance Indicator:** 0806.3.2 Solve the linear equation  $f(x) = g(x)$ .

**9** Given the equations below, what is the value of  $x$  when  $f(x) = g(x)$ ?

$$f(x) = 3(x - 2)$$

$$g(x) = 0.5(4x - 8)$$

**A** -10

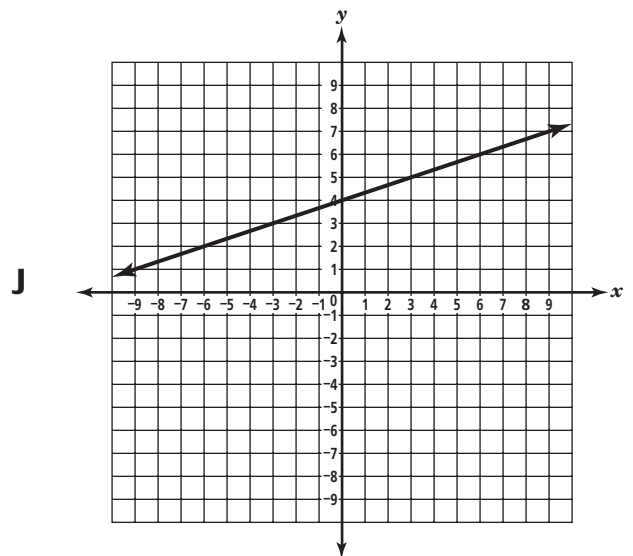
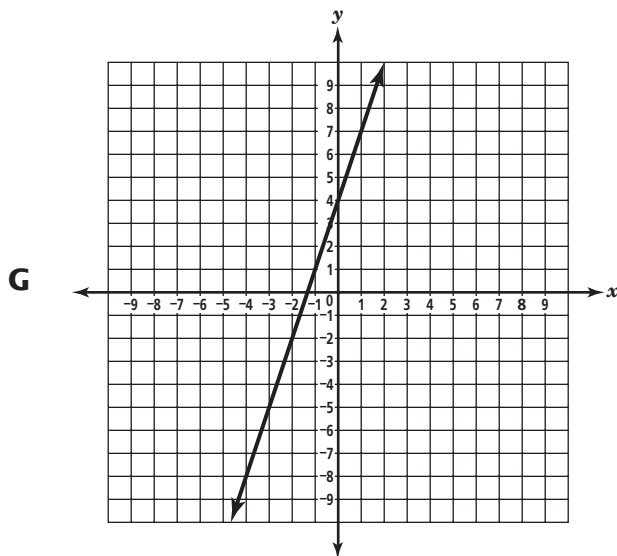
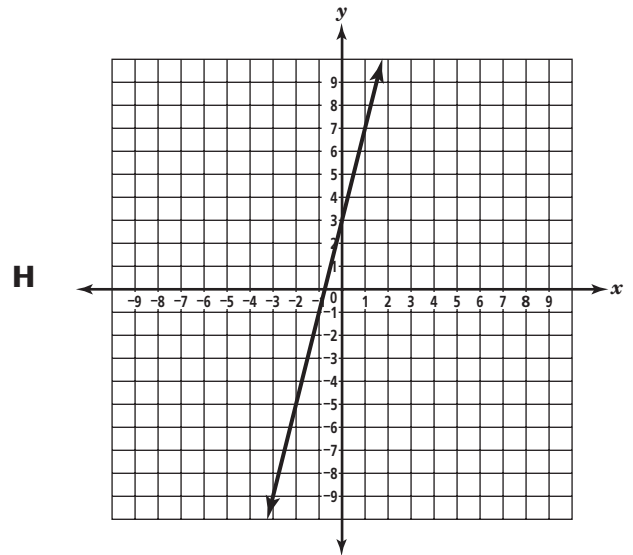
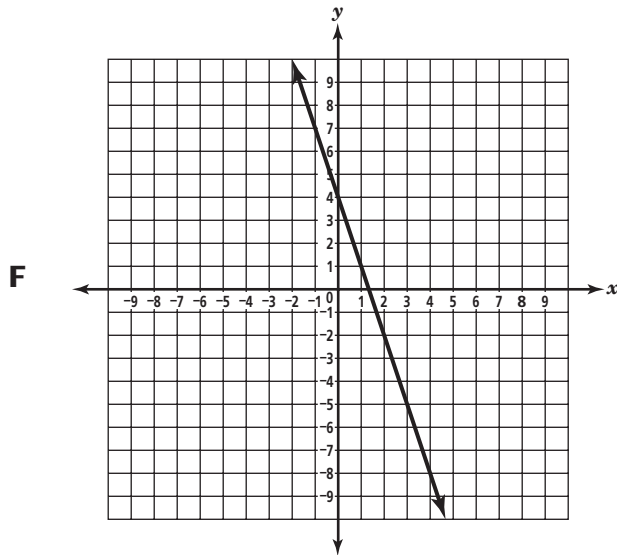
**B** -6

**C** -2

**D** 2



**10** Which graph best represents the equation  $y = 3x + 4$ ?



Performance Indicator: 0806.3.5 Determine the slope of a line from an equation, two given points, a table or a graph.

**11** What is the slope,  $m$ , of the line represented by the table below?

$x$	$y$
-12	-4
-9	-3
-6	-2
0	0
3	1
6	2

$$m = \frac{(y_2 - y_1)}{(x_2 - x_1)}$$

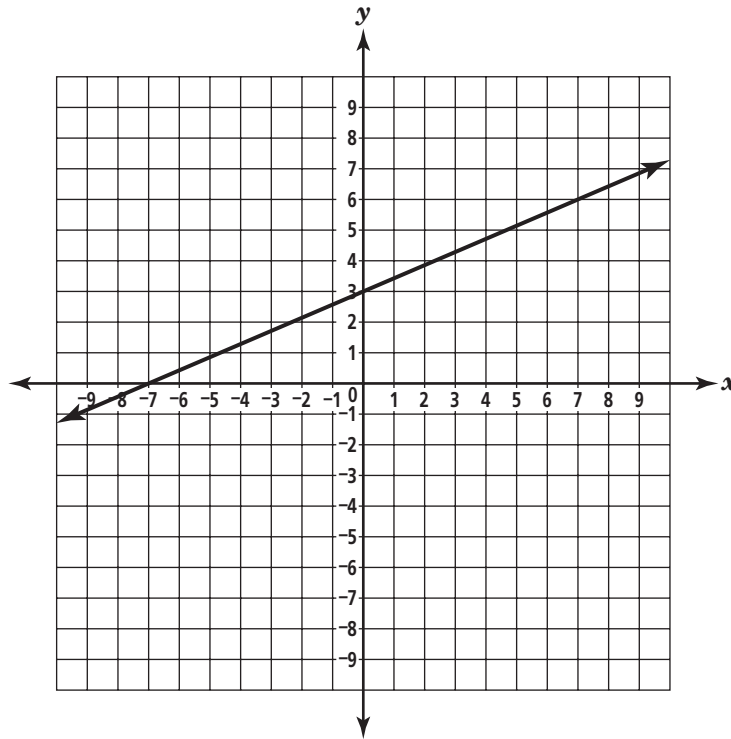
**A** -3

**B**  $-\frac{1}{3}$

**C**  $\frac{1}{3}$

**D** 3

**12** A function is graphed below.



What appears to be the x-intercept of this function?

- F**  $(-7, 0)$
- G**  $(0, -7)$
- H**  $(0, 3)$
- J**  $(3, 0)$

**Reporting Category:** 3 Algebra

**Performance Indicator:** 0806.3.7 Identify, compare and contrast functions as linear or nonlinear.

**13** Which term in this function identifies it as nonlinear?

$$f(x) = x^3 + \frac{1}{4}x - \sqrt{5}$$

**A**  $-\sqrt{5}$

**B**  $\frac{1}{4}x$

**C**  $f(x)$

**D**  $x^3$

**Reporting Category:** 4 Geometry and Measurement

**Performance Indicator:** 0806.4.1 Use the Pythagorean Theorem to solve contextual problems.

**14** The rectangular bottom of a box has an interior length of 19 inches and an interior width of 14 inches. A stick is placed in the box along the diagonal of the bottom of the box. Which measurement is closest to the longest possible length for the stick?

$$a^2 + b^2 = c^2$$

**F** 12.8 in.

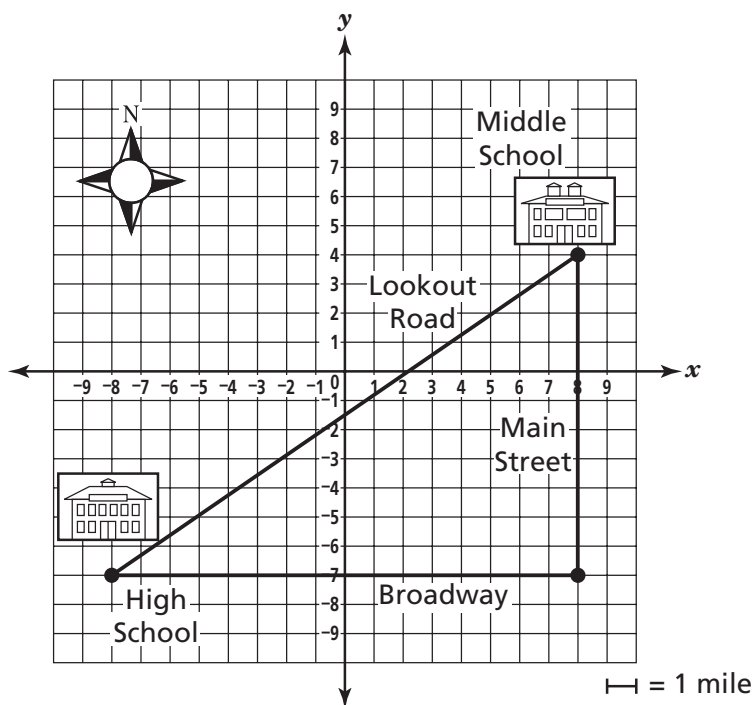
**G** 16.3 in.

**H** 23.6 in.

**J** 33.0 in.

**15**

The diagram below shows the locations of two schools on a map. The length of each grid square represents one mile.



$$a^2 + b^2 = c^2$$

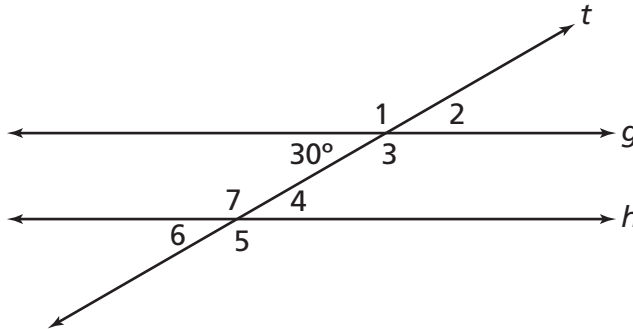
- One route from the high school to the middle school requires traveling northeast on Lookout Road.
- A different route from the high school to the middle school requires traveling east on Broadway and then north on Main Street.

What is the approximate difference between these routes?

- A** 7.6 miles
- B** 11.0 miles
- C** 19.4 miles
- D** 27.0 miles

Go On ►

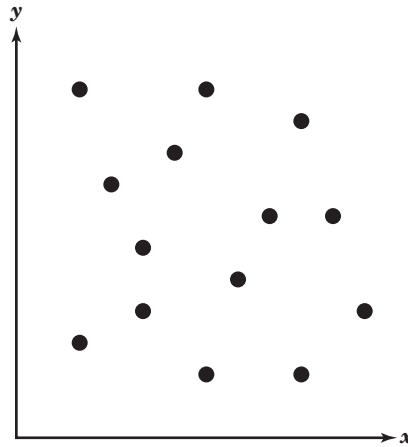
- 16** Lines  $g$  and  $h$  are parallel lines cut by Transversal  $t$ , as shown in the figure below.



What is the measure of Angle 5?

- F**  $30^\circ$
- G**  $60^\circ$
- H**  $150^\circ$
- J**  $210^\circ$

- 17** Which type of relationship is best represented in the scatterplot below?



- A** constant correlation
- B** negative correlation
- C** positive correlation
- D** no correlation

- 18** The owner of a dance studio claims that her studio offers more individual attention to students than other studios because the ratio of students to teachers is 8 to 1. The table below shows the daily class sizes at this studio.

**Daily Class Sizes**

Class	Number of Students	Number of Teachers
Monday	10	1
Tuesday	15	1
Wednesday	18	2
Thursday	2	1
Friday	3	1

Which statement best explains why the student-to-teacher ratio used by the owner of the dance studio is misleading?

- F** The age of each student attending is not given.
- G** The experience of each teacher is not included in the table.
- H** Almost half of the classes at the studio have fewer than 8 students per teacher.
- J** More than half of the classes at the studio have more than 8 students per teacher.



# Science



**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.

- 1** Students want to determine which type of plant will best survive in a hot, dry environment. They place four different types of plants in identical pots, and put all of the plants by the same large window. They give each plant the same amount of water every day.

Which of these is the independent variable for the students' experiment?

- A** amount of water
- B** health of plant
- C** type of plant
- D** amount of sunlight

**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.

- 2** A student pulls on a rubber band with both hands and then releases it. The rubber band travels across the room. The student repeats this procedure several times. Which tool should the student use to measure the distance the rubber band travels?

- F** electronic balance
- G** spring scale
- H** meter stick
- J** protractor

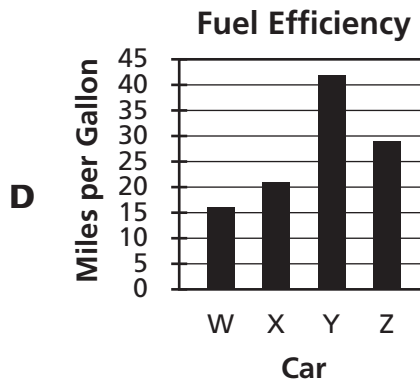
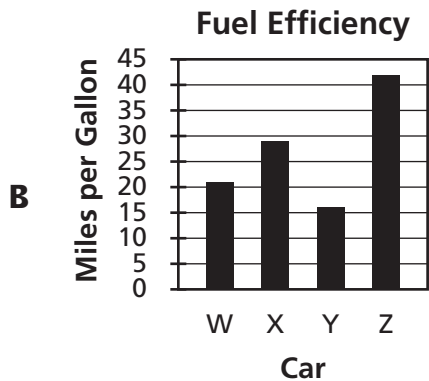
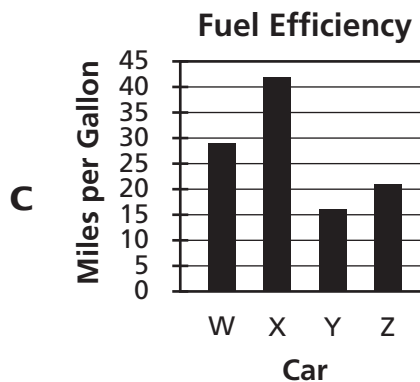
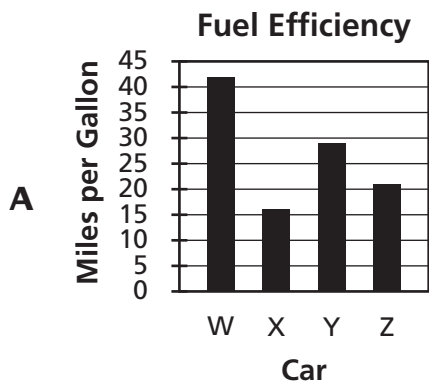
*Go On ►*

**3**

The fuel efficiency of four different cars is shown in the table below.

Fuel Efficiency Data

Car	Fuel Efficiency (miles per gallon)
W	21
X	29
Y	16
Z	42

Which graph best represents the data in the table?

**Performance Indicator:** 0807.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.

**4** A student has two identical pans. The student filled each pan with 20 grams of water before placing both pans in the same freezer. The water in Pan 1 took 20 minutes to freeze. The water in Pan 2 took 30 minutes to freeze. Which of these conclusions best explains the difference in the amount of time it took the two pans of water to freeze?

- F** The water in Pan 2 had a higher starting temperature than the water in Pan 1.
- G** The water in Pan 2 had a lower final temperature than the water in Pan 1.
- H** The water in Pan 2 had a greater starting volume than the water in Pan 1.
- J** The water in pan 2 had a greater final mass than the water in Pan 1.

**Performance Indicator:** 0807.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.

- 5** A student wanted to find out if marbles with larger diameters made deeper craters when dropped into wet sand than marbles with smaller diameters. The table below shows the student's data.

**Marble Dropping Investigation**

Marble	Marble Diameter (millimeters)	Marble Mass (grams)	Height to Drop Marble (meters)	Crater Depth (millimeters)
1	13	21	2	4
2	14	18	2	3
3	15	23	2	6
4	16	20	2	5

The student concluded marble diameter had no affect on crater depth. Which is the most likely reason this conclusion is flawed?

- A** The student should have used more than four marbles.
- B** The student should have used marbles that had the same mass.
- C** The student should have dropped marbles from different heights.
- D** The student should have dropped the marbles in flour instead of sand.

**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.TE.1 Identify the tools and procedures needed to test the design features of a prototype.

**6** Scientists are designing a new antacid. The purpose of an antacid is to neutralize stomach acid. Which tool would best help scientists determine if the new antacid is effective in neutralizing stomach acid?

- F** litmus paper
- G** thermometer
- H** graduated cylinder
- J** microscope

**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.

**7** A student builds an electromagnet with a battery, a wire, and a nail. How will the student know if the electromagnet works after it is completed?

- A** touch the battery to determine if it has become hot
- B** count the number of coils wrapped around the nail
- C** place a light bulb near the electromagnet and observe if it glows
- D** observe if metal objects are attracted to the electromagnet

*Go On ►*

**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.

**8** Almost half of the electricity generated in the United States comes from power plants that burn coal. Which statement explains the most likely intended benefit for using coal as a source of electricity?

- F** Coal is a resource that occurs naturally on Earth.
- G** Coal is plentiful and inexpensive compared to other power sources.
- H** Some types of coal mining cause harm to the environment.
- J** Burning coal releases gases into the air that leads to acid precipitation.

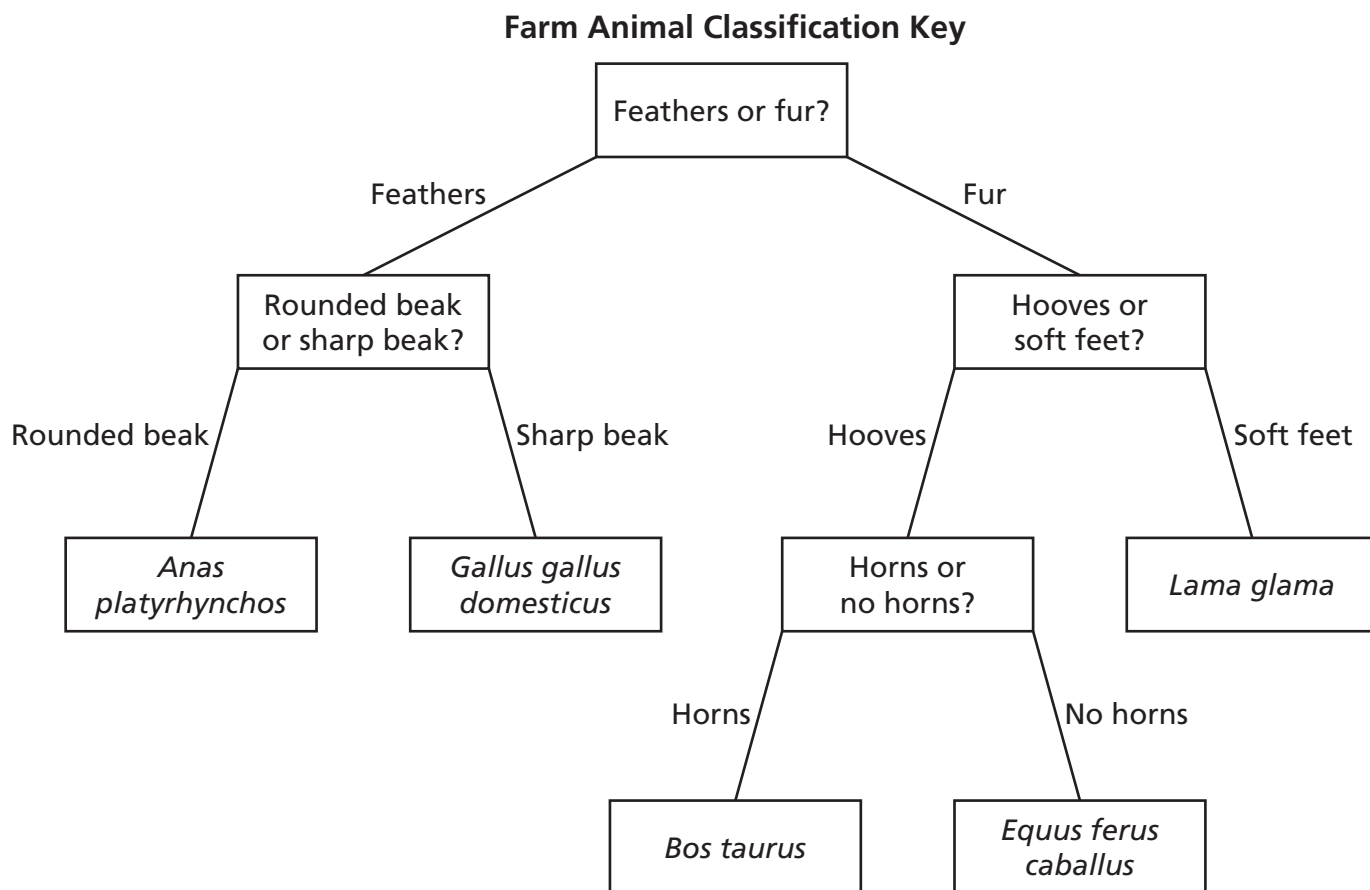
**Reporting Category:** Inquiry and Technology

**Performance Indicator:** 0807.TE.4 Differentiate between adaptive and assistive engineered products.

**9** Which best explains an example of adaptive engineering?

- A** automobile tires made from recycled material, because resources are conserved
- B** walking canes made from lightweight aluminum, because mobility is increased
- C** hearing aids worn in the ear canal, because a disability is overcome
- D** vision corrected by laser surgery, because a permanent change is made

- 10** Students on a field trip visited a farm. The teacher gave the students a classification key to help them identify some of the farm animals.



The students observed a furry animal with four legs. The animal had hooved feet and no horns. According to the key, which animal did the students find?

- F** *Anas platyrhynchos*  
**G** *Gallus gallus domesticus*  
**H** *Bos taurus*  
**J** *Equus ferus caballus*

**Reporting Category:****LIFE SCIENCE: Biodiversity and Change****Performance Indicator:****0807.5.2 Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.****11** Some characteristics of a plant are listed below.

Short, thick stem

Small, plump leaves covered by a waxy coating

Roots grow close to the surface of the ground

For which environment is this plant most likely adapted?

- A** coniferous forest
- B** desert
- C** grassland
- D** Arctic tundra



**12**

A certain species of rabbit exhibits different fur colors depending on the season. The table below shows some data collected on this rabbit species during the summer.

**Summer Rabbit  
Population Data**

Rabbit Fur Color	Percentage of Population
Gray	37%
Brown	52%
Black	10%
White	1%

Populations of rabbits with which fur color will increase the most during winter months with deep snow cover?

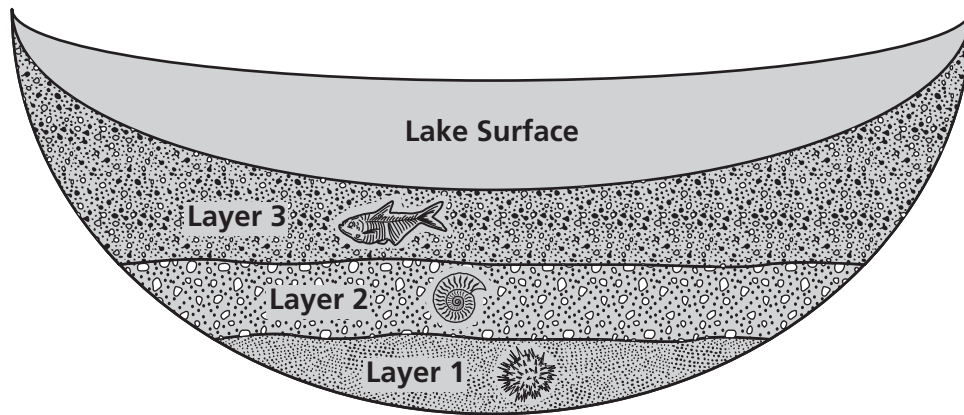
- F** Gray
- G** Brown
- H** Black
- J** White

**13**

Land areas are preserved to protect biodiversity, which helps preserve the unique characteristics of the organisms that live there. Sometimes land is preserved in several smaller patches that are spread out instead of one large area. Which types of organisms will most likely become endangered if land preserves are spread out in patches?

- A** organisms that are able to fly great distances
- B** organisms that need a lot of space to graze
- C** organisms that hibernate in winter
- D** organisms that burrow underground

- 14** The picture below shows the locations of three types of fossils in the sediment of a lake.

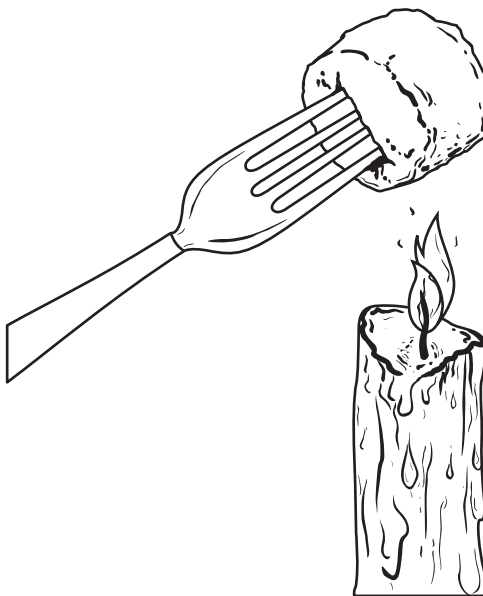


The organism in Layer 3 most likely existed

- F** at the same time as the organism in Layer 2.
- G** at the same time as the organism in Layer 1.
- H** before the organism in Layer 2.
- J** after the organism in Layer 1.

**15**

A science teacher demonstrated physical and chemical changes by using a fork to hold a marshmallow over a lit candle.



Which observation is the best evidence of a chemical change?

- A** Some candle wax melted.
- B** Metal in the fork became warmer.
- C** The marshmallow became sticky on the inside.
- D** The marshmallow developed a brown crust on the outside.

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.3 Classify common substances as elements or compounds based on their symbols or formulas.

**16** Which of these is a compound?

**F** C

**G** Mn

**H** Co

**J** H<sub>2</sub>O

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.4 Differentiate between a mixture and a compound.

**17** Which substance is a mixture?

**A** sugar

**B** salt

**C** water

**D** milk

*Go On ►*

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.8 Interpret the results of an investigation to determine whether a physical or chemical change has occurred.

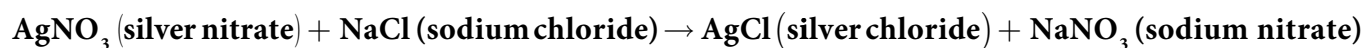
**18** Which process most likely produces a physical change, without a chemical change?

- F** A solid is exposed to heat and transforms into a liquid.
- G** Two liquids are mixed together and a solid forms in the solution.
- H** A metal burns in air and produces a white powder.
- J** A metal is exposed to water and becomes corroded.

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.10 Identify the reactants and products of a chemical reaction.

**19** The formula below represents a chemical reaction.



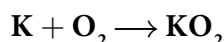
Which substance is a product of this reaction?

- A** Ag (silver)
- B** Na (sodium)
- C** NaCl (sodium chloride)
- D** AgCl (silver chloride)

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).

- 20** The reaction below shows potassium (K) reacting with oxygen ( $O_2$ ) to form potassium oxide ( $KO_2$ ). The mass of potassium is 39 grams and the mass of oxygen is 32 grams.



What mass of potassium oxide is produced?

- F** 7 grams
- G** 39 grams
- H** 71 grams
- J** 142 grams

**Reporting Category:** PHYSICAL SCIENCE 1: Chemical Reaction

**Performance Indicator:** 0807.9.12 Identify the basic properties of acids and bases.

- 21** A piece of blue litmus paper is dipped in an acid. What color does the litmus paper become?

- A** red
- B** green
- C** bright yellow
- D** dark blue

*Go On ►*

**Reporting Category:** PHYSICAL SCIENCE 2: Properties of Matter

**Performance Indicator:** 0807.9.1 Recognize that all matter consists of atoms.

**22** A garden contains soil, rocks, insects, and plants. How are the contents of this garden similar?

- F** They are all non-living things.
- G** They are all made of atoms.
- H** They all make their own food.
- J** They are all multi-cellular organisms.

**Reporting Category:** PHYSICAL SCIENCE 2: Properties of Matter

**Performance Indicator:** 0807.9.5 Describe the chemical makeup of the atmosphere.

**23** What is the most abundant gas in the atmosphere of Earth?

- A** oxygen
- B** carbon dioxide
- C** water vapor
- D** nitrogen



**Reporting Category:** PHYSICAL SCIENCE 2: Properties of Matter

**Performance Indicator:** 0807.9.6 Compare the particle arrangement and type of particle motion associated with different states of matter.

**24** Particles in a substance are widely separated from each other and move independently from place to place. The substance could be a

- F** solid only.
- G** gas only.
- H** gas or solid only.
- J** gas, liquid, or solid.

**Reporting Category:** PHYSICAL SCIENCE 2: Properties of Matter

**Performance Indicator:** 0807.9.7 Apply an equation to determine the density of an object based on its mass and volume.

**25** A substance has a mass of 45 grams(g) and a volume of 15 cubic centimeters (cm<sup>3</sup>).

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

$$D = \frac{m}{V}$$

What is the density of the substance?

- A** 3 g/cm<sup>3</sup>
- B** 30 g/cm<sup>3</sup>
- C** 60 g/cm<sup>3</sup>
- D** 675 g/cm<sup>3</sup>

*Go On ►*

**26** A periodic table of the elements is shown below.

Periodic Table of the Elements																																													
1 H																		2 He																											
3 Li		4 Be												5 B		6 C		7 N		8 O		9 F		10 Ne																					
11 Na		12 Mg												13 Al		14 Si		15 P		16 S		17 Cl		18 Ar																					
19 K		20 Ca		21 Sc		22 Ti		23 V		24 Cr		25 Mn		26 Fe		27 Co		28 Ni		29 Cu		30 Zn		31 Ga		32 Ge		33 As		34 Se		35 Br		36 Kr											
37 Rb		38 Sr		39 Y		40 Zr		41 Nb		42 Mo		43 Tc		44 Ru		45 Rh		46 Pd		47 Ag		48 Cd		49 In		50 Sn		51 Sb		52 Te		53 I		54 Xe											
55 Cs		56 Ba		57 La		72 Hf		73 Ta		74 W		75 Re		76 Os		77 Ir		78 Pt		79 Au		80 Hg		81 Tl		82 Pb		83 Bi		84 Po		85 At		86 Rn											
87 Fr		88 Ra		89 Ac		104 Unq		105 Unp		106 Unh		107 Uns		108 Uno		109 Une		110 Unn																											
																		58 Ce		59 Pr		60 Nd		61 Pm		62 Sm		63 Eu		64 Gd		65 Tb		66 Dy		67 Ho		68 Er		69 Tm		70 Yb		71 Lu	
																		90 Th		91 Pa		92 U		93 Np		94 Pu		95 Am		96 Cm		97 Bk		98 Cf		99 Es		100 Fm		101 Md		102 No		103 Lr	

A property that elements Fe, Co and Ni have in common is that they are all

- F** chemically inert.
- G** halogens.
- H** transition metals.
- J** poor electrical conductors.

**Reporting Category:** PHYSICAL SCIENCE 3: Forces of Nature

**Performance Indicator:** 0807.12.1 Recognize that electricity can be produced using a magnet and wire coil.

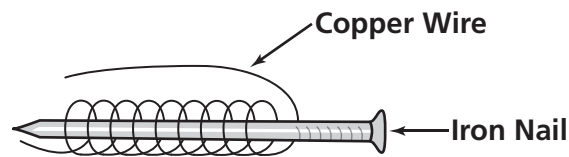
**27** Which object can a student move through a coil of copper wire to produce an electric current in the wire?

- A** battery
- B** magnet
- C** steel rod
- D** litmus paper

**Reporting Category:** PHYSICAL SCIENCE 3: Forces of Nature

**Performance Indicator:** 0807.12.2 Describe the basic principles of an electromagnet.

**28** A portion of an electromagnet is shown in the diagram below.



The electromagnet will be completed by adding

- F** metal clips.
- G** insulated wires.
- H** a switch.
- J** a battery.

*Go On ►*

**Reporting Category:** PHYSICAL SCIENCE 3: Forces of Nature

**Performance Indicator:** 0807.12.3 Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet

**29** Which statement best compares a permanent magnet and an electromagnet?

- A** A permanent magnet has a north pole and a south pole, but an electromagnet only has a south pole.
- B** A permanent magnet has a fixed magnetic field strength but the magnetic field strength of an electromagnet can be changed.
- C** A permanent magnet requires an external source of energy, but an electromagnet produces its own energy.
- D** The magnetic field lines from a permanent magnet emerge from the north pole, but they emerge from the south pole of the electromagnet.

**Reporting Category:** PHYSICAL SCIENCE 3: Forces of Nature

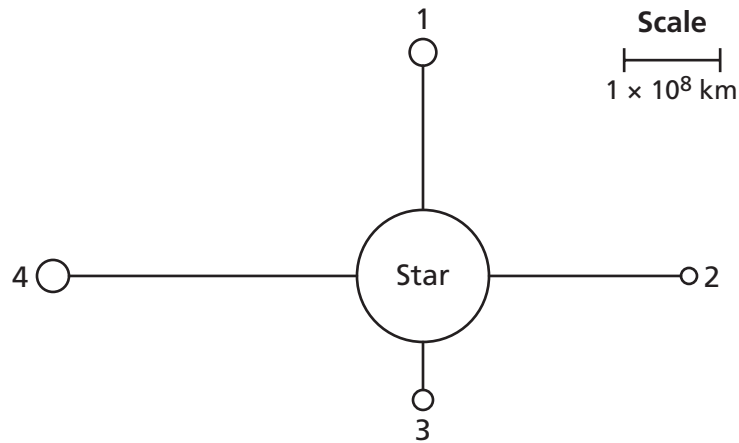
**Performance Indicator:** 0807.12.4 Distinguish between mass and weight using appropriate measuring instruments and units.

**30** Which process is most suitable for the direct measurement of mass?

- F** using an electronic scale and expressing the results in newtons per meter
- G** using a spring scale and expressing the results in ounces
- H** using a barometer and expressing the results in pounds per square inch
- J** using a balance and expressing the results in kilograms

**31**

Scientists observe a distant star and the four planets that orbit the star. They determine that the four planets have different diameters, but approximately the same mass. This star system is represented by the diagram below.



Which planet has the greatest gravitational attraction to the star?

- A** Planet 1
- B** Planet 2
- C** Planet 3
- D** Planet 4

**32** Which of these has the greatest effect on the motion of planets in the solar system?

- F** electromagnetic forces
- G** frictional forces
- H** gravitational forces
- J** nuclear forces

# Social Studies



**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.1 Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).

**1** Study the passage below.

[Whether] the bay were [endless] or how [far] it extended . . . we were all ignorant, but a few [Beavers], Otters, [Bears], Martins and [Minks] we found, and in [varied] places that [abundance] of fish, lying so [thick] with their heads above the water . . . neither . . . more plenty, nor more variety for [small] fish, had any of us ever [seen] in any place so swimming in the water . . .

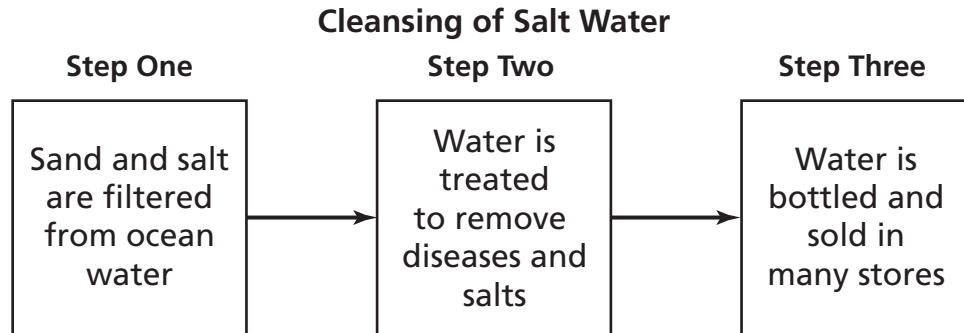
— Journal of Captain John Smith, 1608

Based on the passage, historians would most likely use Captain John Smith's journal to

- A** study the climate of different regions in America.
- B** understand Native American hunting practices.
- C** learn about the natural resources of America.
- D** analyze Native American settlement patterns.

*Go On ►*

**2** Study the process below.



Which factor is most important to individuals concerned about the purity of the water described in the process?

- F** Water originated from the ocean.
- G** Alternative water sources are being created.
- H** Stores provide different brands of water.
- J** Contaminants have been removed from ocean water.



**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.3 Differentiate between credit and debt.

**3** Study the information below.

Tom used all of his savings to purchase a new car. After an additional rebate, there is still a remaining balance. Tom decides to get a bank loan and will make monthly payments for three years.

Based on the description, Tom increased his

- A** debt.
- B** credit.
- C** income.
- D** savings.

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.4 Recognize the economic activities of early America (i.e., agriculture, industry, and service).

**4** Study the excerpt below.

Machinery is now in actual operation in the United States, for printing cotton and linen cloths, by engraved rollers of copper, moved by water. Ten thousand yards have been printed, with ease in a single day . . .

Based on the excerpt, which conclusion can be made about American economic activities in the early 1800s?

- F** Rising copper prices increased the cost of factory manufacturing.
- G** Falling demand for cotton led to changes in agricultural production.
- H** Decreases in the demand for linen led to widespread unemployment.
- J** Advancements in industrial technology led to an increase in cloth production.

*Go On ►*

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.5 Identify various forms of taxation (i.e., tariffs, sales tax, excise tax).

**5** Study the list below.

- Source of funding for government
- Charged on items traded within the country
- Set fee charged for the manufacture of certain goods

**What is described by the list?**

- A** levy
- B** income tax
- C** tariff
- D** excise tax

**Performance Indicator:** 8.2.6 Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, population diversity).

**6** Study the table below.

**Slave Population in the  
American Colonies, 1710 – 1770**

Year	North	South
1710	8,303	36,563
1730	17,323	73,698
1750	30,222	206,198
1770	48,460	411,362

**Based on the information, which conclusion can be made about the colonies?**

- F** Northern factories primarily used highly skilled slave labor.
- G** Northern agriculture relied on workers on small farms.
- H** Southern plantations required many cheap laborers.
- J** Southern lawmakers restricted the sale of slaves.

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.7 Differentiate between a commercial and a subsistence economy.

**7** Which statement best describes activities in a subsistence economy?

- A** Consumers purchase items at a reduced price.
- B** Farmers produce only enough goods to maintain their family.
- C** Government limits the amount of goods being imported.
- D** Business owners reduce the number of temporary employees.

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.8 Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).

**8** Study the list below

- Increase in industrial employment opportunities
- Immigration from European countries

The factors in this list impacted the early United States by causing

- F** the growth of urban areas.
- G** the creation of new religions.
- H** the loss of power by state governments.
- J** the removal of trade restrictions.

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.10 Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligarchy, free competition).

**9** Which early profession is not an example of free competition in the American colonies?

- A** plantation owner in South Carolina
- B** shoemaker in Massachusetts
- C** tea seller in New York
- D** subsistence farmer in Connecticut

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.1 Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).

**10** Study the information below.

Congress shall make no law . . . [reducing] the freedom of speech, or of the press; or the right of the people to peaceably assemble, and to petition the government [to resolve their complaints].

— First Amendment, United States Constitution

**Based on the information, which action would violate the rights of a United States citizen?**

- F** punishing an individual without a trial
- G** entering a suspect's home without a warrant
- H** quartering troops in a person's private home
- J** arresting someone for criticizing the president

*Go On ►*

**Performance Indicator:** 8.4.2 Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).

**11** Which headline best identifies an action taken by the judicial branch?

**A**

\_\_\_\_\_  
\_\_\_\_\_  
President Signs Trade Agreement  
with Foreign Country

**C**

\_\_\_\_\_  
\_\_\_\_\_  
Congress Meets to  
Discuss New Tax Bill

**B**

\_\_\_\_\_  
\_\_\_\_\_  
Supreme Court Rules  
Law Unconstitutional

**D**

\_\_\_\_\_  
\_\_\_\_\_  
State Governor Promises  
Money for New Schools

**12** Study the excerpt below.

Having undertaken for the . . . Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of *Virginia*; Do by these Presents . . . enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony . . .

— The Mayflower Compact, 1620

**Based on the excerpt, the Mayflower Compact was created in order to**

- F** maintain social order.
- G** encourage free trade.
- H** guarantee free speech.
- J** promote religious tolerance.

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.4 Recognize the rights and responsibilities of individuals throughout the development of the United States.

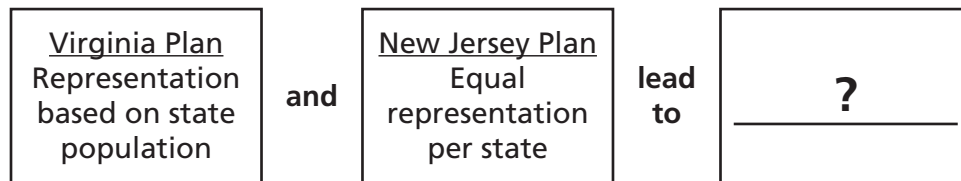
**13** Which responsibility must United States citizens fulfill?

- A** service in local militias
- B** support for national government policies
- C** paying of federal income taxes on earned income
- D** contributing to local charities

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.5 Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.

**14** Study the diagram below.



Which event completes the conflict in the diagram?

- F** The Civil War
- G** The Great Compromise
- H** The Missouri Compromise
- J** The Kansas-Nebraska Act



**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.6 Recognize the rights guaranteed in the Bill of Rights.

**15** In which situation would a person be protected by the 4th Amendment?

- A** A citizen is arrested for damaging federal property.
- B** A person's credit rating prevents them from purchasing a new house.
- C** A student is unable to vote due to a felony conviction.
- D** A person refuses to let the police search their home without a warrant.

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.7 Recognize the impact that major court decisions have had on American life (i.e., *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sanford*).

**16** Which issue was addressed in the U.S. Supreme Court case *McCulloch v. Maryland*?

- F** desegregation of schools
- G** implied powers of Congress
- H** expansion of slavery in the West
- J** creation of constitutional amendments

*Go On* ►

**Performance Indicator:** 8.4.8 Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury).

**17** Study the Supreme Court decision below.

The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about . . . evils that Congress has a right to prevent.

— *Schenck v. United States*

**What was the effect of the Supreme Court’s decision in *Schenck v. United States*?**

- A** to limit an individual’s right to participate in peaceful protests
- B** to balance the protection of individual rights with the need to maintain order
- C** to protect the rights of individuals who disagree with the government
- D** to ensure that the right of individual expression is of primary importance

**18** Study the information below.

**Quakers and Abolition in Western New York**

Quakers . . . forbid any act that acknowledged the right of slavery. Quaker meetings in western New York advised [Quakers] not to use any product — no cotton cloth, no white sugar — made with the unpaid labor of slaves. Good Quakers used maple sugar in their coffee.

— Christopher Densmore, Historian

**Based on the information, Quakers reacted to slavery by**

- F** publishing pro-slavery newspapers.
- G** declining to sell items from slave states.
- H** speaking publicly about the horrors of slavery.
- J** refusing to purchase goods produced by slaves.

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.6.5 Recognize how groups and institutions work together to meet common needs.

**19** Study the headline below.

**Department of Health and  
Human Services Will Host  
Meeting at Local Auditorium**

The main purpose of the department discussed in the headline is to

- A** maintain social order.
- B** protect the rights of consumers.
- C** guarantee freedom of speech.
- D** ensure citizens' physical wellbeing.

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.1.1 Recognize the definition of religion

**20** Religion is best defined as a

- F** group of shared beliefs.
- G** system of creating customs.
- H** group of similar individuals.
- J** system of selecting leaders.

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.1.7 Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).

**21** Study the pictures below.

**New Orleans, Louisiana**



**Richmond, Virginia**



Which factor best accounts for the differences in the structures?

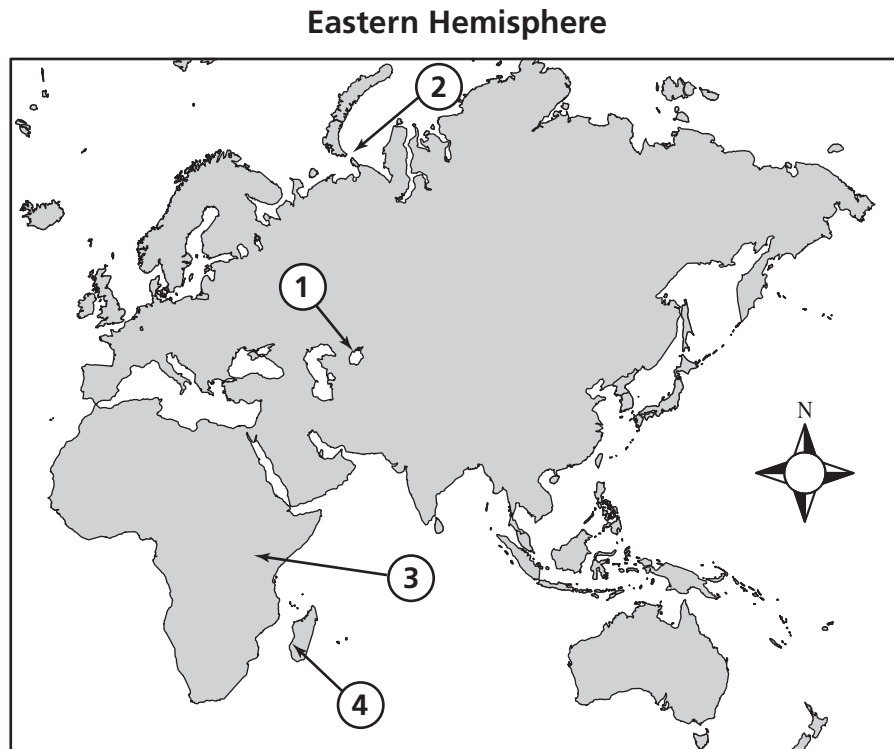
- A** cultural influences of Native Americans and the Spanish
- B** federal government funding of local buildings
- C** architectural influences of the French and the British
- D** community group support of historic places

*Go On* ►

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.3.2 Identify and use the key geographic elements on a map (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).

**22** Study the map below.



Which number on this map identifies an island?

- F** 1
- G** 2
- H** 3
- J** 4

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.3.3 Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).

**23** Study the information below.

According to the National Inventory of Dams, as of 2009 there were over 84,000 dams within the borders of the United States.

— US Army Corps of Engineers

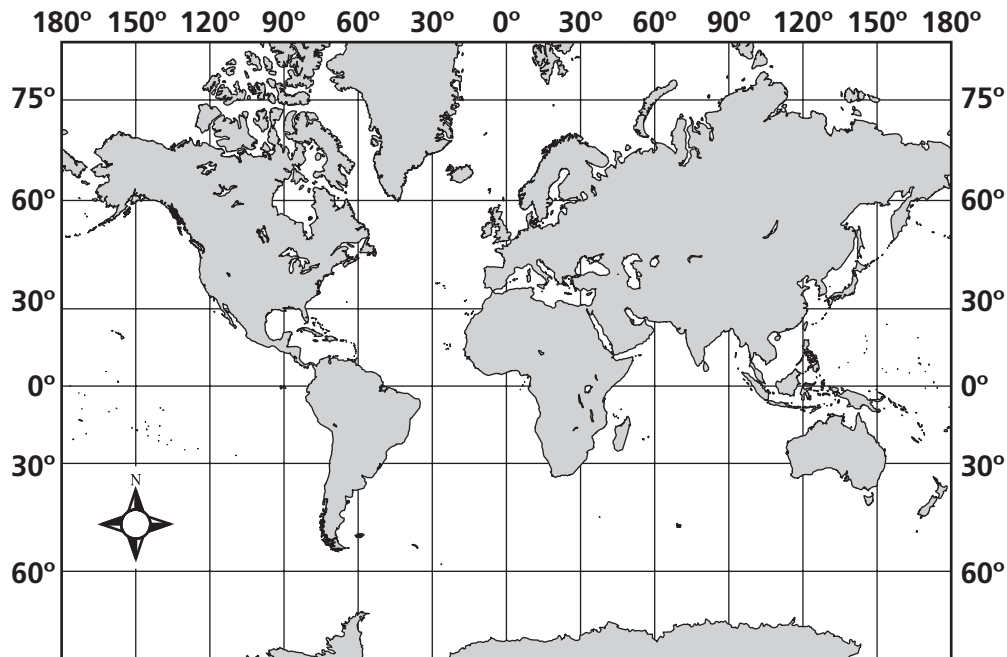
What effect did the construction of these dams most likely have on the surrounding environments?

- A** destruction of animal habitats
- B** protection of natural resources
- C** decrease in water pollution
- D** expansion of urban areas

*Go On ►*

Performance Indicator: 8.3.4 Use various geographic data from maps and globes to determine longitude, latitude, distance, direction.

**24** Study the map below.

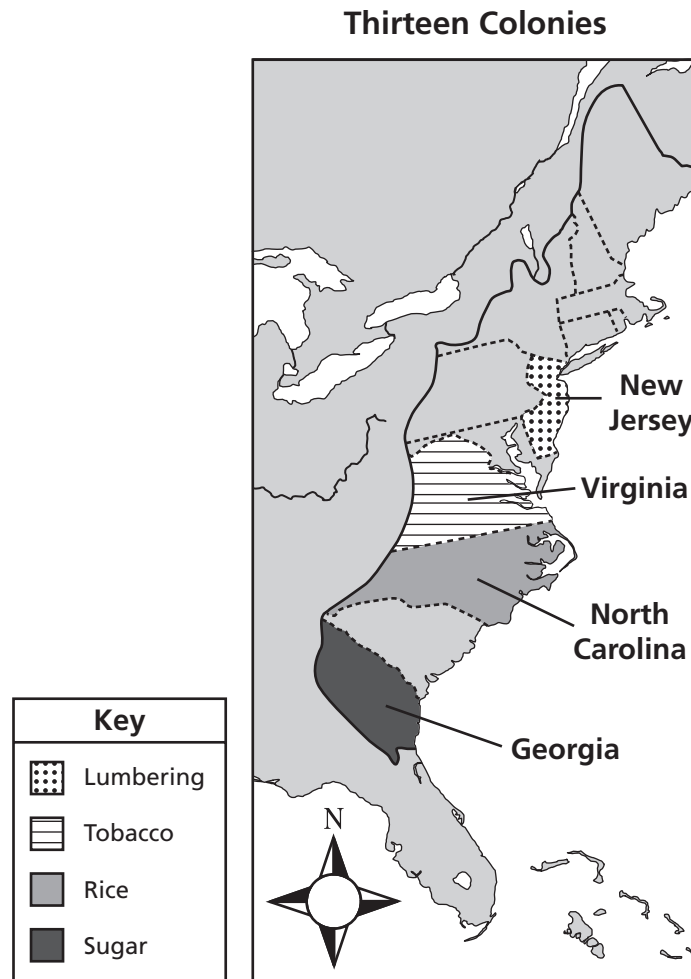


Which continent is located at latitude 60° N and longitude 120° E?

- F** North America
- G** Asia
- H** South America
- J** Africa



**25** Study the map below.



Based on this map, which colony's economy most depended on the harvesting of timber?

- A** New Jersey
- B** Virginia
- C** North Carolina
- D** Georgia

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.3.6 Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).

**26** Study the picture below.

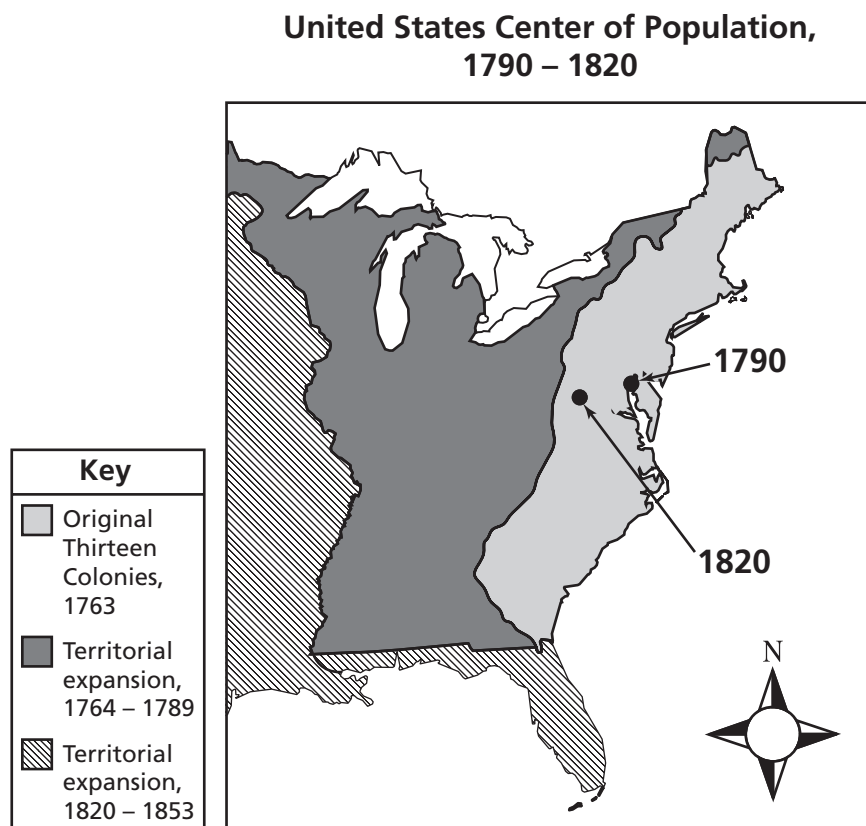
**The Cumberland Gap**



Courtesy of Library of Congress #LC-USZ62-52628

**Which two states experienced population growth because of the geographic feature pictured?**

- F** Kentucky and Tennessee
- G** Maine and Ohio
- H** Florida and Alabama
- J** Georgia and Missouri

**27** Study the map below.

Which conclusion is best supported by the map?

- A** People moved to rural areas in the Southeast.
- B** The population shifted following the acquisition of new lands.
- C** Citizens relocated to the North to industrial-based areas.
- D** The nation's population settled in areas with warmer climates.

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.1.3 Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).

**28** Study the information below.

In 1732 I first published my Almanac under the name of *Richard Saunders*; it was continued by me about twenty-five years, and commonly called *Poor Richard's Almanac* . . . [selling] annually near ten thousand . . . I considered it as a proper vehicle for conveying instruction among the common people . . .

— Benjamin Franklin, *The Way to Wealth*, 1758

**Which development helped this book become more accessible?**

- F** mass use of the printing press
- G** improvement in shipping methods
- H** better built educational facilities
- J** expanded access to financial markets

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.1.4 Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother Spirit, African Traditional Religion, Puritanism, Quakerism).

**29** Study the chart below.

The Olmecs	The Quakers
Started in the eastern Mexico lowlands in 1300 B.C.	Started in England in the mid 1600s
Spread to other parts of Mexico and Central America	First European settlers in the Pennsylvania colony
Worshipped up to 10 different gods, all of whom had control over different things	Believed in one God and all people are equal in the eyes of God
Built large buildings and pyramid mounds for public worship ceremonies	Feel that "inner life" is person's spiritual guide and therefore there is little need for formal religious ceremonies

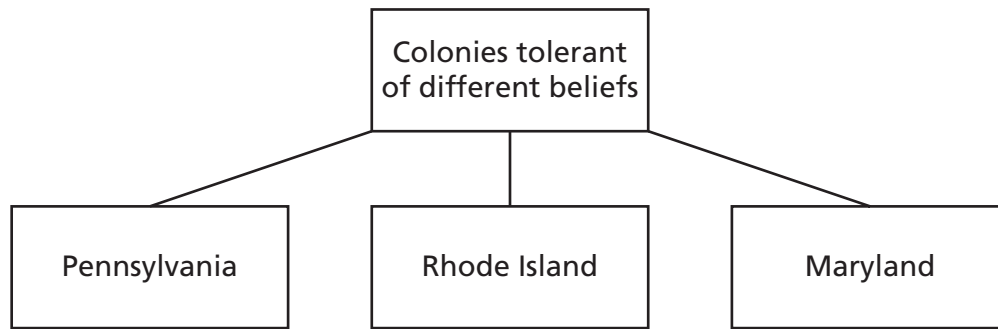
Based on the chart, one similarity between the Olmecs and the Quakers was both groups

- A** expanded into Central America.
- B** had strong religious beliefs.
- C** felt all people were equal.
- D** started in the Americas.

*Go On* ►

<b>Reporting Category:</b>	<b>4 US History Period 1 (Beginnings - 1820</b>
<b>Performance Indicator:</b>	<b>UH1.8.1.5 Identify how religion contributed to early American society (i.e., impact on government, education, social norms, slavery, tolerance).</b>

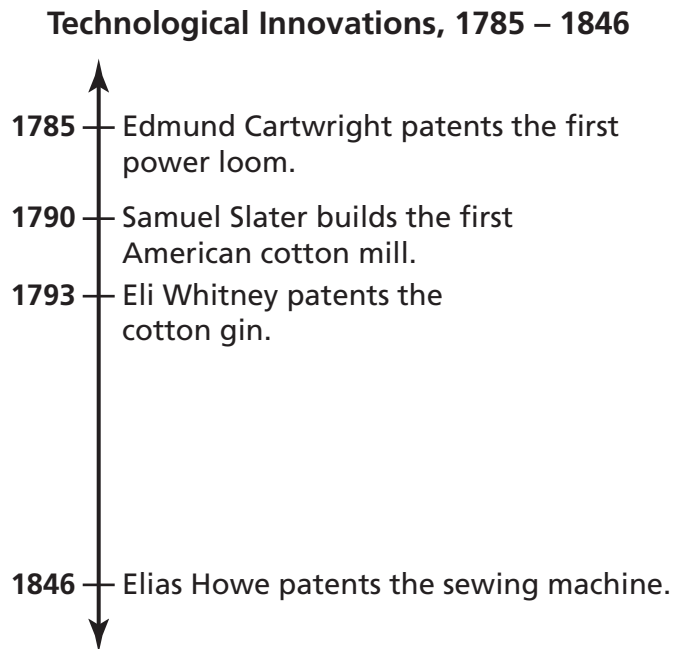
**30** Study the diagram below.



**What helped contribute to this attitude?**

- F** education
- G** geography
- H** economics
- J** religion

**31** Study the timeline below.



Which conclusion can be drawn based on the timeline?

- A** Early manufacturing often involved the production of fabric.
- B** Early inventions led to the decline of urban populations in the North.
- C** Early manufacturing often required the use of child labor in factories.
- D** Early inventors promoted the development of subsistence agriculture in the South.

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.2.9 Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.

**32** Study the chart below.

19th-Century North	19th-Century South
Long winters	Long growing season
Rocky soil	Fertile soil
Industrial economy	Agricultural economy

**Which conclusion can be drawn from the information in the chart?**

- F** The South was the first to develop an abolitionist movement.
- G** The North depended on immigrants to be the major labor force in its factories.
- H** The South used more slaves than the North because of labor demands for farming.
- J** The North had fewer slaves than the South because of opposition from religious groups.



**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.3.1 Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).

**33** Study the map below.



**Which factor influenced the migration shown on the map?**

- A** Native Americans moved to escape religious persecution from European colonists.
- B** Native Americans moved to settle new lands away from colonial intrusions.
- C** Native Americans were displaced by African slaves brought to work on southern plantations.
- D** Native Americans were displaced because the government needed land for new settlements.

*Go On* ►

**34** Study the chart below.

Aztecs in Central America	Cherokees in North America
Earliest contact with Europeans came in the 1500s, when the Spanish entered present-day Mexico	Earliest contact with Europeans came in the 1500s, when the English entered the southeastern area of North America
Established schools for boys who were older than 10	Used storytellers as a way to pass traditions down to the younger generation
Traditional economy based on farming and craftwork	Traditional economy was based on hunting, fishing, and farming
Ruled by emperor	Established councils at which important issues were decided

Which statement is true about the Aztecs and the Cherokees?

- F** Both civilizations lived in the Americas before European colonization.
- G** Spain conquered both Native American civilizations.
- H** Fishing was the main focus of both economies.
- J** Government was controlled by a tribal chief.

**35** Study the timeline below.



Which major event occurred after the first family traveled the Oregon Trail?

- A** Lewis and Clark lead an expedition to the Pacific Ocean.
- B** Jefferson purchases the Louisiana Territory.
- C** Gold is discovered in California.
- D** Americans begin to use the Santa Fe Trail.

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.5.3 Differentiate between a primary and secondary source

**36** Which statement describes a primary source?

- F** a letter written by a Revolutionary soldier
- G** an encyclopedia entry about the French and Indian War
- H** a documentary describing the Civil War
- J** an essay explaining the history of the Middle Colonies

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.5.4 Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812).

**37** Study the information below.

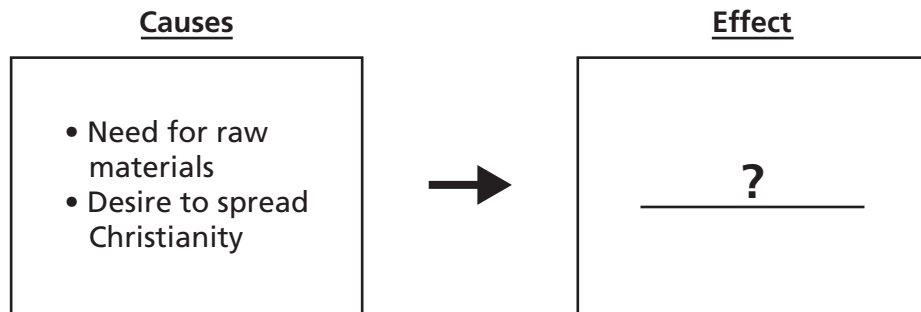
[The King] has refused his Assent [agreement] to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance . . .

**These statements were used to justify which conflict?**

- A** The French and Indian War
- B** The Revolutionary War
- C** The War of 1812
- D** The Civil War

<b>Reporting Category:</b>	<b>4 US History Period 1 (Beginnings - 1820)</b>
<b>Performance Indicator:</b>	<b>UH1.8.5.6 Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).</b>

**38** Study the diagram below.



Which effect best completes the cause and effect diagram?

- F** European nations colonize North and South America.
- G** American colonies rebel against the British and Spanish.
- H** European nations experience civil wars.
- J** American colonies protest unfair taxes.

**39** Study the list below.

?

- introduction of the rifle
- farming of rice and sugar
- spread of Christian beliefs

Which title best completes the list?

- A** Effects of the American Revolution
- B** Influence of Native American Leaders
- C** Benefits of the Louisiana Purchase
- D** Impact of Early European Settlers

<b>Reporting Category:</b>	<b>4 US History Period 1 (Beginnings - 1820)</b>
<b>Performance Indicator:</b>	<b>UH1.8.5.11 Identify conclusions about historical events using primary and secondary sources.</b>

**40** Study the excerpt below.

All men have a natural . . . right to worship Almighty God according to the dictates of their own consciences; no man can of right be compelled to attend, erect, or support any place of worship, or to maintain any ministry against his consent; no human authority can, in any case whatever, control or interfere with the rights of conscience, and no preference shall ever be given by law to any . . . modes of worship.

— Constitution of the Commonwealth of Pennsylvania, 1776

**This excerpt from the Pennsylvania constitution was establishing**

- F** a church hierarchy within the commonwealth.
- G** peaceful relationships with local Native Americans.
- H** religious tolerance in the commonwealth.
- J** a form of government based on the English system.

*Go On ►*

**Reporting Category:** 4 US History Period 1 (Beginnings - 1820)

**Performance Indicator:** UH1.8.5.12 Differentiate between primary and secondary source documents

**41** Study the information below.

Secondary Source — _____ ?
----------------------------

Which example would replace the question mark above?

- A** a map drawn by Lewis and Clark
- B** a photograph taken during the Civil War
- C** a letter sent by a member of the Boston Tea Party
- D** a book written by a Washington-area historian



**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.1.2 Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).

**42** Study the excerpt below.

The first settlers . . . put many European words on the map, also borrowed names from local tribes. [Settlers] often mispronounced [words] — that's how . . . dá'aw, or lake, became Tahoe.

— National Geographic

Which culture's impact on the United States is described in the excerpt?

- F** African American
- G** Irish American
- H** Native American
- J** German American

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.1.5 Identify how religions contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).

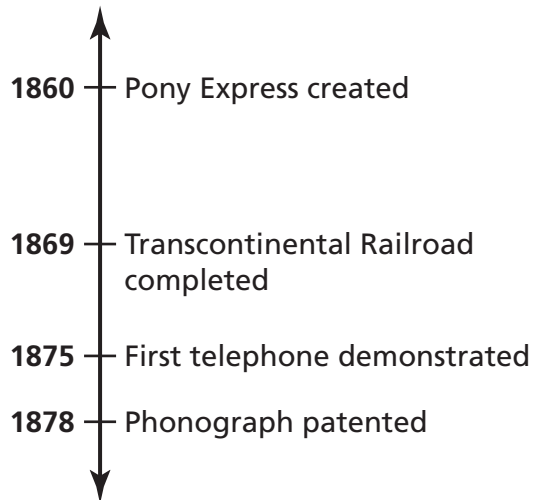
**43** During the 1800s, which group was best known for assisting runaway slaves in the United States?

- A** Quakers
- B** plantation owners
- C** Puritans
- D** Southern politicians

*Go On ►*

**44** Study the timeline below.

**Innovations Impacting Society,  
1860 – 1878**



Based on this timeline, in which year was the speed of communication most affected?

- F** 1860
- G** 1869
- H** 1875
- J** 1878

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.2.9 Analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.

**45** Which factor most encouraged the growth of slavery in the South?

- A** Moderate climates allowed for long growing seasons.
- B** Settlers had begun the development of fishing industries.
- C** Factory jobs attracted large numbers of new immigrants.
- D** Soil conditions led to an increased number of small farms.

*Go On ►*

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.3.1 Recognize the causes and examples of migration and immigration in Early American (i.e. land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).

**46** Study the passage below.

Every day . . . people come from the city . . . and go on board the newly arrived ship that has brought and offers for sale passengers from Europe, and select among the healthy persons such as they deem suitable for their business, and bargain with them how long they will serve for their passage-money . . . . When they have come to an agreement, it happens that adult persons bind themselves in writing to serve 3, 4, 5, or 6 years for the amount due by them, according to their age and strength.

— German Migrant, 1750

**Which type of migration is being described in the passage?**

- F** religious minorities escaping persecution
- G** laborers entering indentured servitude
- H** the importation of slaves from Africa
- J** the forced relocation of Native Americans

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.4.9 Analyze the contributions of Tennessee political leaders on the national scene (i.e., Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston).

**47** How did James K. Polk contribute to the expansion of the United States?

- A** He purchased the Louisiana Territory from the French.
- B** He gained territory during the Mexican-American War.
- C** He encouraged settlement in the Ohio River valley.
- D** He presided over the annexation of Texas.

*Go On ►*

**48** Study the timeline below.



**Which event in the timeline occurred after the passage of the Homestead Act?**

- F** Discovery of gold in Nevada
- G** Start of the mail service by the Pony Express
- H** Virginia joins the Confederate States of America
- J** Signing of the Pacific Railway Act

**49** Study the list below.

**Primary Sources**

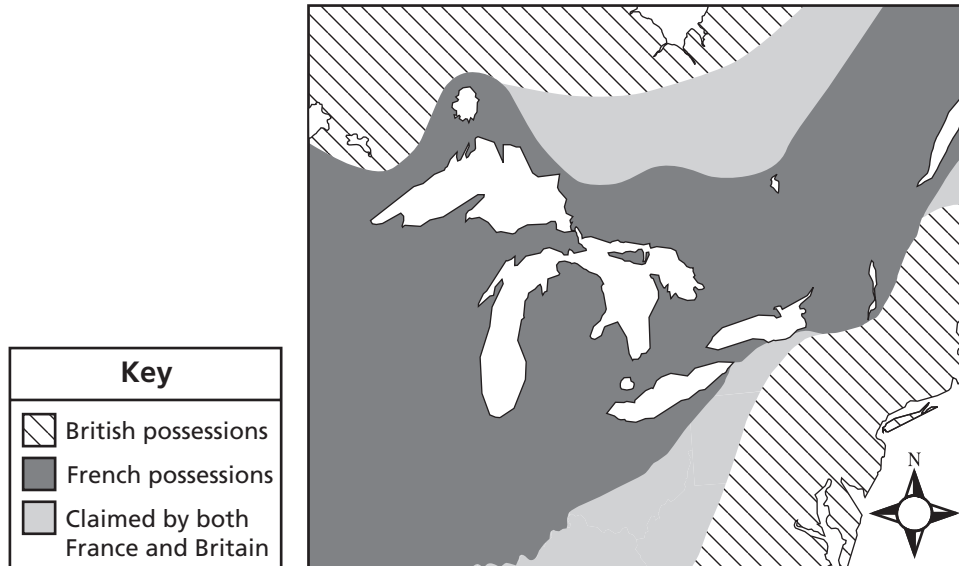
- Helen Keller's diary
- Thomas Jefferson's inaugural address
- \_\_\_\_\_?

**Which work completes the list?**

- A** History book about the Democratic Party
- B** Magazine article about George Washington
- C** Constitution of the State of Tennessee
- D** Television program about The Civil War

**50** Study the map below.

**The Great Lakes Region Prior to the Start of the French and Indian War, (1634 – 1763)**



**Based on the map, what was one cause of the French and Indian War?**

- F** refusal to provide protection for the colonies
- G** disagreement over territorial boundaries
- H** colonial desire for self government
- J** disputes over the legality of slavery



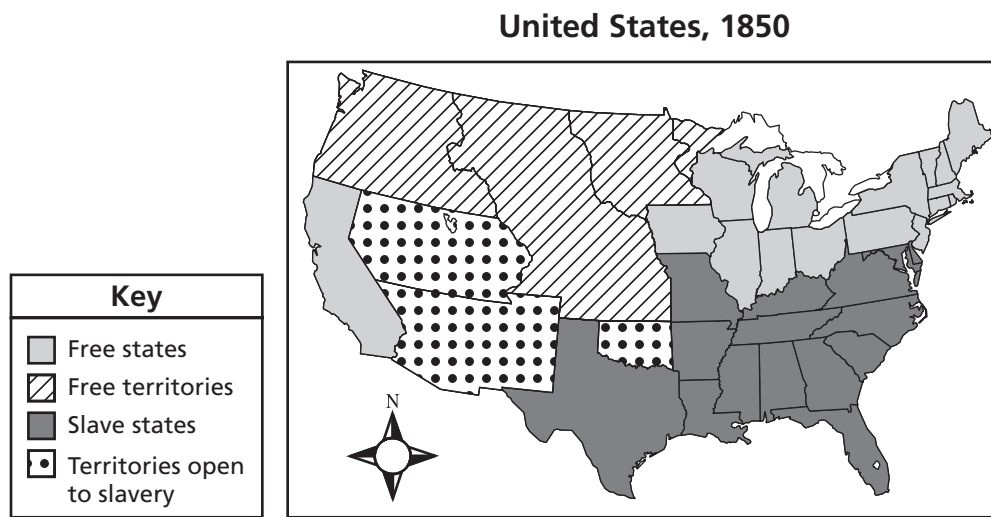
**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.5 Recognize consequences of the westward expansion of the United States.

**51** Which phrase best describes one consequence of westward expansion?

- A** elimination of urban areas
- B** removal of native inhabitants
- C** lack of industrial growth
- D** decline of international trade

*Go On ►*

**52** Study the map below.

What was one consequence of westward expansion in 1850?

- F** conflicts over requirements for freeing slaves
- G** declining influence of anti-slavery groups
- H** debates over the expansion of slavery
- J** reduction in the use of slave labor

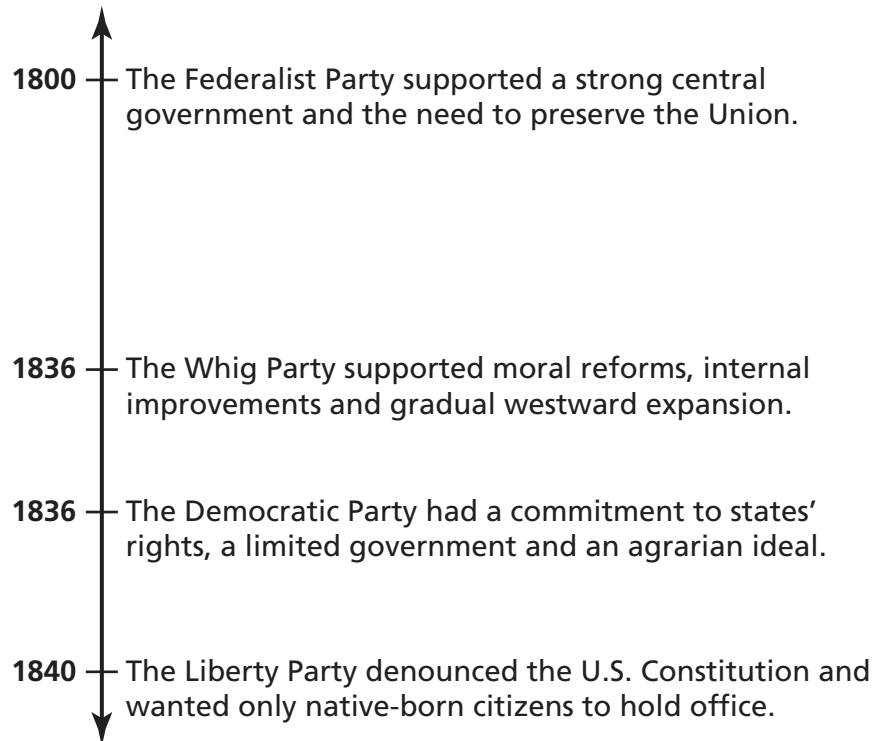
**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.8 Determine the social, political, and economic factors that contribute to the institution of slavery in America

**53** Which statement best describes the southern economy by the mid-1800s?

- A** Southern agricultural production was highly dependent on slave laborers.
- B** Southern citizens benefitted from the selection of abolitionist candidates.
- C** Southern factory production outpaced plantation agricultural production.
- D** Southern states experienced financial success from the discovery of oil.

*Go On ►*

**54** Study the timeline below.**Political Parties, 1800 – 1840**

Based on the timeline, which political party would most likely have opposed a national law limiting slavery in western territories?

- F** Federalist Party
- G** Whig Party
- H** Democratic Party
- J** Liberty Party

**55**

Study the map below.

Louisiana Purchase, 1803



How did The Louisiana Purchase affect the United States?

- A** decreased immigration to North America
- B** limited the threat of international attacks
- C** ensured the protection of Native American lands
- D** increased the amount of natural resources

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.11 Identify conclusions about historical events using primary and secondary sources.

**56** Study the excerpt below.

The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the [Native Americans] of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual.

— President Andrew Jackson, 1830

**Based on the excerpt, why did President Andrew Jackson plan to move Native Americans to new lands?**

- F** to establish new American cities
- G** to provide white settlers access to Native American territories
- H** to make peace between Native American tribes
- J** to encourage cultural diversity in America

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.12 Differentiate between primary and secondary source documents.

**57** In 1999, a writer who wrote a book about Andrew Jackson created a

- A** primary source.
- B** personal journal.
- C** secondary source.
- D** government archive.

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.13 Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).

**58** In the mid 1800s, what demographic change occurred as a result of the expansion of railroads?

- F** Fewer Italian Americans settled in urban areas.
- G** More citizens migrated to western cities.
- H** African Americans moved to northern cities for employment.
- J** Rural areas experienced an increase in population growth.

*Go On ►*

**Performance Indicator:** UH2.8.5.14 Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.

**59** Study the diagram below.

**Leaders of the American Revolution**

Leader	Accomplishment
George Washington	Commander of the Continental army
Benjamin Franklin	Urged France to ally with America
Thomas Jefferson	_____?

Which accomplishment best completes the diagram?

- A** Authored the pamphlet *Common Sense*
- B** Led forces in the Battle of Yorktown
- C** Drafted the Declaration of Independence
- D** Protested the British Tea Act at Boston Harbor



**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.6.1 Identify the impact of individual and group decisions on historical events.

**60** What effect did the outcome of the election of 1860 have on the United States?

- F** Southern states seceded from the union and established the confederacy.
- G** Texas became a republic and established a representative government.
- H** The Supreme Court passed amendments to protect individual civil rights.
- J** Congress allowed western territories to enter the union as slave states.

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.6.2 Recognize the impact groups have on change at the local, state, national, and world levels.

**61** Study the excerpt below.

[W]oman is man's equal, was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such . . . it is the duty of the women of this country to secure to themselves their sacred right to the elective [process].

— Seneca Falls Convention, 1848

Based on the excerpt, participants at this convention most likely impacted society by

- A** encouraging women to attend private universities.
- B** limiting the ability of women to be employed outside the home.
- C** advocating the expansion of women's rights under the law.
- D** demanding restrictions on the right of women to hold public office.

*Go On ►*

**62** Study the information below.

The Know-Nothing Party was a political party active in the United States during the 1850's. A key element of their party platform was nativism. The Know-Nothings sought to slow down immigration, especially those who were German and Irish Catholic immigrants.

**Based on the description, the Know-Nothing party was an example of early American**

- F** prejudice.
- G** temperance.
- H** altruism.
- J** suffrage.

# Reading and Language Arts Answer Key

1	B
2	H
3	C
4	G
5	D
6	F
7	C
8	G
9	B
10	F
11	B
12	F
13	B
14	H
15	D
16	G
17	C
18	J
19	C
20	F
21	D

22	J
23	D
24	F
25	B
26	H
27	A
28	G
29	B
30	F
31	A
32	J
33	D
34	F
35	D
36	H
37	A
38	J
39	B
40	J
41	B
42	J

43	D
44	J
45	B
46	G
47	A
48	G
49	D
50	F
51	C
52	F
53	A
54	G
55	B
56	J
57	C
58	J
59	A
60	J
61	A
62	F
63	C

64	G
65	B
66	G
67	B
68	H
69	D
70	F
71	C
72	H
73	C
74	G
75	B
76	F
77	B
78	F
79	B
80	G
81	A

# Mathematics

## Answer Key

1	B
2	H
3	B
4	H
5	A

6	J
7	B
8	G
9	D
10	G

11	C
12	F
13	D
14	H
15	A

16	H
17	D
18	J

## Science Answer Key

1	C
2	H
3	B
4	F
5	B
6	F
7	D
8	G

9	D
10	J
11	B
12	J
13	B
14	J
15	D
16	J

17	D
18	F
19	D
20	H
21	A
22	G
23	D
24	G

25	A
26	H
27	B
28	J
29	B
30	J
31	C
32	H

## Social Studies Answer Key

1	C
2	J
3	A
4	J
5	D
6	H
7	B
8	F
9	D
10	J
11	B
12	F
13	C
14	G
15	D
16	G

17	B
18	J
19	D
20	F
21	C
22	J
23	A
24	G
25	A
26	F
27	B
28	F
29	B
30	J
31	A
32	H

33	D
34	F
35	C
36	F
37	B
38	F
39	D
40	H
41	D
42	H
43	A
44	H
45	A
46	G
47	B
48	J

49	C
50	G
51	B
52	H
53	A
54	H
55	D
56	G
57	C
58	G
59	C
60	F
61	C
62	F



**Tennessee Comprehensive Assessment Program**  
**Achievement Test ~ Grade 8**  
**Item Sampler**  
**Version B**